



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Strathdearn Primary and ELC



Kind - Honest - Encouraging - Respectful - Inclusive

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.

Mrs Arlene Beattie
Head Teacher
Strathdearn 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
93%

Average Class Size
19

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
39 (+12 nursery)

Teacher Numbers
3 (1 full time, 2 part time)

Pupil Teacher Ratio
19:1

Strathdearn Primary School is a small, rural village school which was opened in 2002 to serve the rural communities of Moy and Tomatin. There are 39 children attending the school and 12 children in nursery, ranging from N3 - P7. P1 - 3 are taught together in a multi-stage class and P4-7 are taught together. There is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Strathdearn Primary School and Daviot Primary school. The headteacher is supported by a Cluster Principal teacher. Staff and children from both schools work together occasional.

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. 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

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Values

Kind, Respectful, Encouraging, Honest and Inclusive

Strathdearn Primary School is a place where

- children are happy to learn and are inspired to be the best they can be
- children enjoy, appreciate and value their rich outdoor environment
- children are always treated fairly and valued at all times
- pupil voice is encouraged and valued
- children are encouraged to care for each other and to interact with others respectfully and responsibly
- achievements are celebrated and encouraged both in and out of school
- there is a positive and enriching environment for all pupils, staff and parents
- clear expectations are communicated and key skills are embedded
- the physical, mental and emotional health of children is fostered.

Our Aims

In partnership with parents and the wider community, we aim to

- nurture all children in a safe, caring environment
- value, support, respect and include everyone
- provide children with challenging, motivating, positive and purposeful learning experiences.
- help children reach their full potential.

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:

Enhancing Teaching and Learning Across the Curriculum

Purpose:

We understand that *“culture eats strategy for breakfast”* (Drucker). We have been on a strategic journey which has led to rapid improvements in many aspects of our school, most notably in writing, learning through play in the lower classes, the use of data to raise attainment and profiling (including target setting). It is now time to reflect on a key question “What is learning and how does it happen?”. We need to turn our focus to creating a culture of constant and never-ending improvement in teaching and learning; a focus which will lead to a strong professional learning culture across our school/ASG and improved outcomes for all of our children.

Progress:

- ✓ All teaching staff involved in creating a collegiate understanding of what makes a good lesson/features of a good lesson.

Impact:

- ✓ Observations through learning visits show greater consistency in the effective teaching of curriculum. All teachers report that there is improved learner engagement and accelerated learner progress in core three curricular areas–

- ✓ All teaching and pupil support staff attended training on the theory of how learning happens and how to create opportunities for learning to take place.
- ✓ All teaching staff have engaged in professional reading and CPD to enhance practice.
- ✓ evidenced through tracking using progression pathways and the schools TMR portal.
- ✓ All staff are confident in what features are essential in delivering a good lesson to our learners.
- ✓ Having three Head Teachers in post this year effected the consistency of this project however, some progress was made in this area

Next steps:

- Continue to ensure continuity in teaching and learning across the school improves the attainment data.
- Learning observations to focus on teaching and learning and feedback to be given on the key features of a good lesson.
- Build on the pedagogy around what makes a good less by developing 'The Strathdearn Way' framework with all stakeholder's views heard.

School Priority:

Improving Attainment in Literacy, particularly Reading

Purpose:

Our key focus will be on comprehension as it was highlighted across the NSA's and GL assessments last session as an area for improvement when looking at our pupil data in P2-7. There is currently not a consistent approach across the cluster on approaches to learning and teaching reading. Reading attainment across the cluster in P1, P4 and P7 is mixed due to this. Talk for writing was introduced last session for writing and have proved to be popular and effective in driving attainment up across the stages therefore, a consistent approach with reading would be beneficial to staff and pupils.

Progress:

- ✓ All teaching staff trained in the Epic 8 Comprehension strategies in line with Highland Literacy Progression.
- ✓ Most pupils can identify and explain each of the comprehension strategies.
- ✓ P1,4 and 7 ACEL data shows an increased number of pupils meeting end of level target.
- ✓ All teaching staff report an increased confidence level when teaching reading comprehension to the pupils.

Impact:

- ✓ Consistent approach to teaching reading comprehension from Early – Second Level
- ✓ Comprehension strategies are embedded through the reading planners to track progress and progression.
- ✓ Improved attainment data in literacy across P1,P4 and P7.
- ✓ Good progress was made in this area.

Next steps:

- Continue to embed the comprehension strategies into everyday teaching and learning activities.
- Monitor attainment data in literacy to ensure progress is being made by having termly attainment meetings with class teachers using the Millburn TMR tracker to show any trends/areas of development.
- Consider intervention strategies, in consultation with fortnightly ASNT, for those not attaining as well as those who require challenged.

Building Curiosity and Wonder in our ELC setting

Purpose:

During our ELC inspection in February 2023, we were graded 'Good' under the play and learning criteria. During the feedback session and in collaboration with the ELC staff it was discussed how opportunities for 'curiosity' and 'wonder' could be added to the setting. Realising the ambition states that "to support cognitive development the learning environment should be rich in opportunities for children to engage with concepts and foster skills for learning, such as reasoning, creativity and problem solving. Through reading and discussing with other colleagues we have decided to add loose parts play into our daily learning and hope this will provide more opportunities for all children to develop their curiosity, wonder and a variety of other skills.

Progress:

- ✓ Almost all Staff to have an increased awareness of benefits of loose parts inside and outside of the classroom.
- ✓ Loose part play is now accessible by all inside/outside the classroom.
- ✓ Almost all staff are using the words up training to expose pupils to questions that encourage wonder and curiosity – 'why' 'how'.
- ✓ ELC to P1 transition programme in place supporting loose parts and play pedagogy.

Impact:

- ✓ ELC Planning takes account of and makes explicit links to loose parts play through intentional and responsive planning.
- ✓ Observations show all staff and pupils engaging with loose parts play indoors and outdoors.
- ✓ Observations by SLT and through pupil observations show evidence of words up training being used within the setting through child observation records, classroom observations and staff discussions.
- ✓ Parental feedback during open day sessions shows greater understanding of loose parts and benefits in early years.

Next steps:

- Share the loose parts journey and framework with all new parents joining the ELC.
- Encourage and support families to make suggestions on how to improve our environment through open days/questionnaires/ surveys.
- Keep up to date with new policies and procedures on the use of loose parts.
- Keep up to date with information coming out from care inspectorate and share anything relevant to all ELC staff.

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)
Scottish Opera	Health and wellbeing self-worth/attitudes to school increased across learners to an average of 65%	Whilst the target of 70% was not met, all pupils scored higher in the 'open mindedness' part of the survey which was positive and meant that they are more open to new ideas, cope well with uncertain changes and are more able to think about different people's points of view. 100% of the pupils have an attendance level of 80% plus this session.	Scottish opera

Literacy Gold Intervention	N/A	Due to the changes in leadership throughout the year, this intervention did not get off the ground therefore, the target was not met.	Literacy Gold Subscription
Reading for Pleasure texts	Pupil engagement in reading has increased. 80% of pupils are engaging in the reading for pleasure sessions weekly.	80% of pupils are actively engaged in our 'reading for pleasure' sessions. Pupils have taken ownership over the selection of texts in the school. Reading schools accreditation has been started with pupils driving the action plan with staff.	Reading for Pleasure texts for class library.

Wider achievements

Coileanaidhean nas fharsainghe

During the session 2023_24 Strathdearn has welcomed many visitors to our school to enhance the opportunities for all our pupils. These include –

- Feis Ros
- Kodaly
- Academy 9
- Scottish Opera
- Safe, Strong and free
- Childsmile
- P1-3 trip to Farm Ness
- P4-7 Trip to Fort George

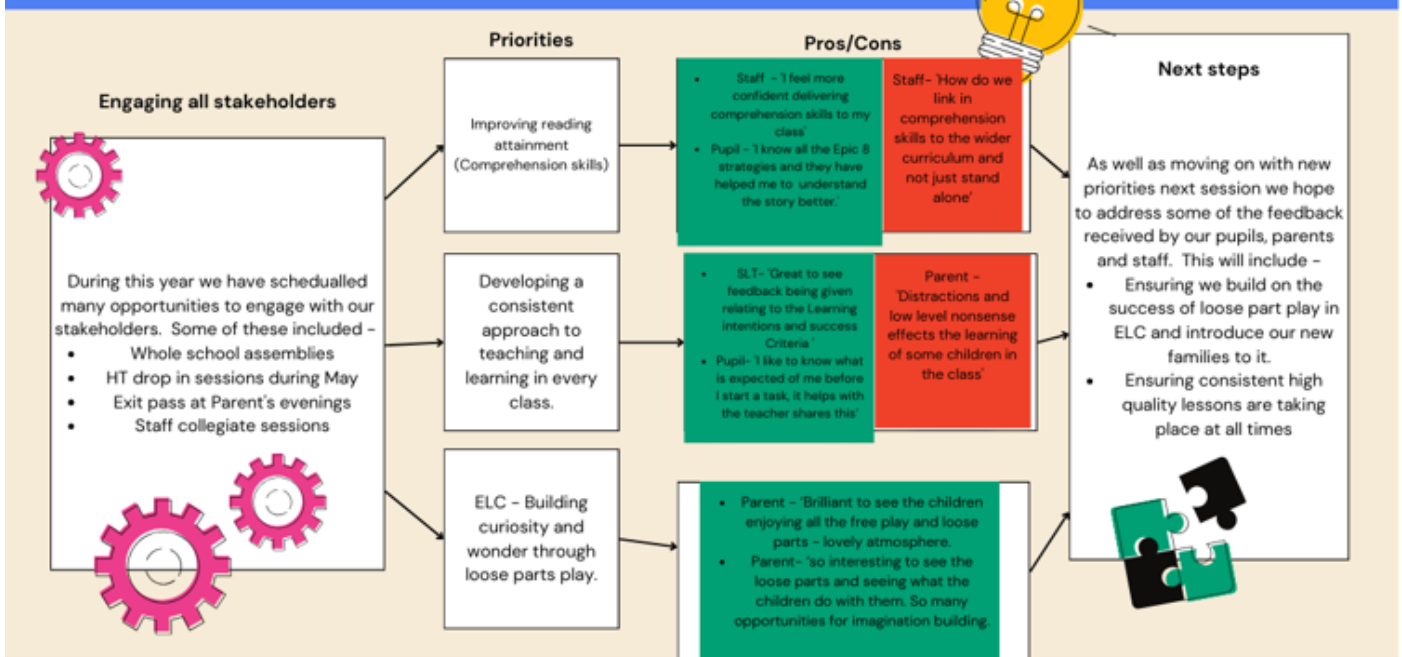
The pupils of Strathdearn have also had the opportunity to take part in sporting events in their local community. These included Cross Country, MacRobert Cup and the Baillie Cup. Some of our older pupils also competed in the Shinty tournament.

Personal wider achievements of pupils are shared monthly through our virtual cluster assembly. As a cluster we share our achievements before adding these to the pupils' e-profiles. Pictures and stars (highlighting the achievement) are placed in the front entrance for visitors and peers to look at.

Comments from learners, families, stakeholders and staff

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

Our School Developments 23/24



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	Very good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very 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

- Continue to ensure continuity in teaching and learning across the school improves the attainment data.
- Learning observations to focus on teaching and learning and feedback to be given on the key features of a good lesson.
- Build on the pedagogy around what makes a good less by developing 'The Strathdearn Way' framework with all stakeholder's views heard.
- Continue to embed the comprehension strategies into everyday teaching and learning activities.
- Monitor attainment data in literacy to ensure progress is being made by having termly attainment meetings with class teachers.
- Consider intervention strategies for those not attaining as well as those who require challenged.
- Share the loose parts journey and framework with all new parents joining the ELC.
- Encourage and support families to make suggestions on how to improve our environment though open days/questionnaires/ surveys.
- Keep up to date with new policies and procedures on the use of loose parts.
- Keep up to date with information coming out from care inspectorate and share anything relevant to all ELC staff.

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://strathdearnblog.wordpress.com/> or by contacting the school office.