



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

**Strathpeffer Primary and Early Learning
and Childcare**



Introduction: Local and National Context

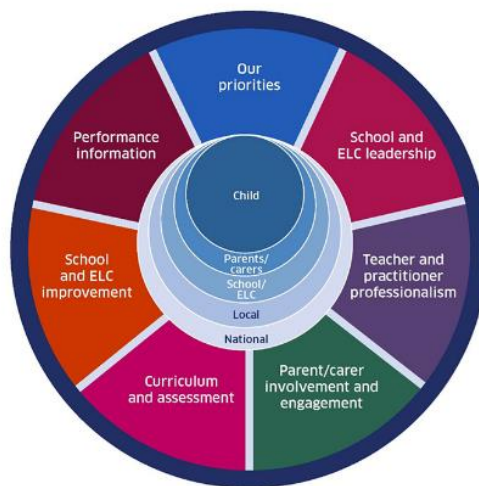
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

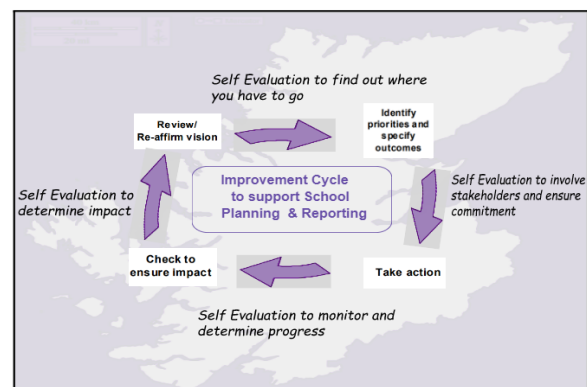
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 Sarah Wojtunik
Head Teacher
Strathpeffer 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.

Delete yellow instructions and what is not relevant to your context

All primary schools to include

Attendance 91.4%	Average Class Size 23.7	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 142 (+32 nursery)	Teacher Numbers 7	Pupil Teacher Ratio 19.2

For schools with a roll exceeding 50

N3 43.7%	N4 56.2%	P1 9.2%	P2 12.7%	P3 19%	P4 9.9%	P5 14.8%	P6 13.4%	P7 21.1%
SIMD Q1 ¹ 0-10%	SIMD Q2 10-20%	SIMD Q3 80-90X%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%			
ASN ² 10-20%	No ASN 80-90%	FSM ³ 60-70%	No FSM 30-40%	EAL ⁴ 0-10%	No EAL 90+%			

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

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Most

We have had no exclusions this year.

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

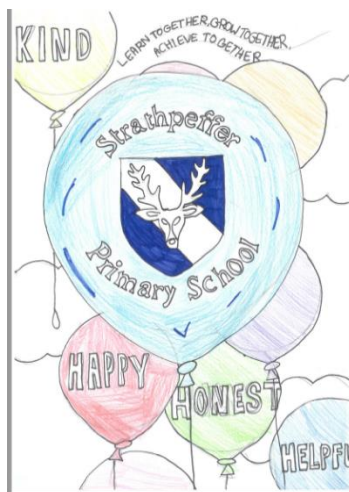
² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



The schools Vision, Values and Aims were updated with the whole school community in August 2021 by the new Head Teacher. Children, staff, and parents were involved in the process. These are celebrated and referred to within classes and throughout the school environment. They are referred to through our positive relationships strategies for example our positive postcards and head teacher awards.

Our vision is to 'Learn together, Grow together, Achieve together. Our values – Kind, Happy, Honest, Helpful

Aims - In school we will -

- Be a kind and supportive friend to others and celebrate our differences
- Believe in ourselves, work hard and adopt a positive attitude to our learning
- Know how to make good choices and always try our best
- Develop our skills to become lifelong learner

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:

Assessment, Moderation and Attainment

Purpose:

As this was a national priority and The Highland Council education priority we decided as an ASG (Associated Primary Group) to work collegiately to ensure that assessment and moderation practice was consistent, transparent and of high quality in order to inform next steps. Working together we tried to ensure equity across a varied ASG including pupils from disadvantaged backgrounds.

Progress:

Content:

- ✓ Whole ASG attainment meetings in levels with collegiate work around moderation of writing
- ✓ Engagement with the Benchmarks
- ✓ Literacy for All training for literacy interventions and skills for identifying dyslexia children
- ✓ Moderation activities around writing with Stephen Graham training
- ✓ NSA/SOFA training and implementation
- ✓ PEF interventions
- ✓ Embedding of data trackers along with attainment meetings

Impact:

- ✓ Through ASG attainment meetings staff were able to meet within levels to have professional dialogue to identify interventions for support and challenge, through end of year self-evaluation this was seen as a positive experience by the staff. Staff were able to share good practice and support each other in meeting learners needs.
- ✓ Through termly attainment meetings and using Highland literacy and numeracy progressions, staff have engaged with the benchmarks more effectively throughout the year, this has meant

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- ✓ Attainment meetings and Support and Supervision meetings put in place for Nursery EYPs.

that when deciding achievement of a level at P1, P4 and P7 staff have been more confident. Through attainment meetings with P2, P3, P5 and P6 staff have been able to see where in the level the children are specifically targeting P2 and P5 who have not achieved in previous level.

- ✓ Work with the collaborative lead team, allowed us to identify the best way to moderate our writing as a school using the Writing Rubric. Our writing jotters have improved greatly with them all now having a contents page, marking code, level achieved sticker and clear learning intentions and success criteria. These were shared at both our parents' evenings with families with positive comments received.
- ✓ Literacy for all training has highlighted resources and interventions for staff, this has made sure that staff are equipped with the skills to begin to identify dyslexia in their learners with support of the additional support for learning teacher
- ✓ Staff along with the head teacher have engaged with NSA and SOFA training and the value of the data it provides. Training on February inset day ensured we were able to navigate the systems and use the data effectively as a planning tool for teaching and learning. Reports were shared with families who requested them. Information regarding this was shared with them in the newsletters and parent council meetings.
- ✓ Our employed PEF PSA has managed to work throughout the P1-P7 targeting children with Literacy and Numerary interventions, we have implemented a new interventions Power of 1 and 2 to work alongside our Literacy intervention Progress in Learning, this is seeing positive impact with improvement from all learners.
- ✓ Our whole school tracking system as been used across P1-7 with all data been imputed there, this has been a good tool for SMT to be able to see where children are in their learning.
- ✓ Attainment meetings and Support and Supervision meetings with EYPs/Support workers has been a valuable experience in EYPS engagement with the Benchmarks for Literacy and Numeracy. It has allowed the practitioners the time to discuss individuals and track their progress over time.
- ✓ Good progress was made in this area.

Next steps:

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- Use the Writing rubric as a moderation tool within school and the ASG, looking at our borderline children, completed at 2 points in the year November and May.
- Progress and Achievement training for all staff to input into the SEEMIS system, thus having more of a responsibility over their individual learners and where they are in their learning. The requirement would be that they come to their attainment meetings with the head teacher prepared with predications and possible strategies to support learners who are not on track.
- The Highland Council Health and Wellbeing resources to be used throughout the school including the pupil questionnaire on wellbeing.
- Continue to engage with Stephen Graham writing, 3 sessions to complete – look to compile collegiately an overview for the year showing when to complete certain genres. Continue to develop feedback for writing with target setting and how this is shared with the learner.
- Curriculum rationale to finalise, looking specifically at Learning and Teaching, what makes a good lesson to have a shared understanding from all stakeholders.
- NSA/SOFA – specific groups such as PEF interventions to be created prior to assessments being completed.
- Introduce a robust tracking system for Early Learning and Childcare to track progress within Literacy and Numeracy.

School Priority:

Rights Respecting Schools

Purpose:

As this is a national priority and is part of the NIF and HSCS (Health and Social Care Standards), we agreed as an ASG that placing the human rights and needs of every child and young person at the centre of education would be a key driver for school improvement.

Progress:

Content:

- ✓ Bronze Award achieved December 2023
- ✓ Whole ASG training on UNCRC and RRS delivered at the beginning of the year
- ✓ Action plan in place for Silver award journey
- ✓ Noble Global group set up lead by DHT
- ✓ Right of the fortnight established
- ✓ Delivery of lessons planned for and established within classroom linked to right of the fortnight
- ✓ Zones of Regulation and Resilient Kids programmes delivered throughout the year
- ✓ HGIOURS used with School improvers group

Impact:

- ✓ All children are aware of their rights and are able to name some of the rights that have been covered thus far. Questionnaires to children, staff and families were completed to establish a starting point on the journey.
- ✓ The Noble Global group and the DHT are leading this through their committee group that meets monthly, we then feedback to the whole school with the progress to date, this encourages lots of dialogue about their learning. This is also communicated with families through our newsletters and at parent council meetings so they are informed of our progress. The group also make posters for every class and the ELC to promote the right of the fortnight.
- ✓ DHT shares UNCRC Powerpoints with teaching staff to support classwork and discussions around the right of the fortnight.

- ✓ Other assemblies have been used to share information and deliver right of the fortnight to the whole school including ELC.
- ✓ Zones of regulation is well established within each classroom, using this an emotional check in, children are able to verbalise how they feel, what zone they are in and strategies to help them when in a certain zone. For certain individuals this has impacted greatly on their self-regulation. Strategies in some cases have been tailored to meet the needs of the individuals.
- ✓ PSA's have been able to use ZOR colours along with signage in the playground to support children with self-regulation.
- ✓ Through the use of HGIOURS the school improvers groups have been able to lead learning and work alongside the head teacher to make positive changes within the school and community, specifically looking at learning and teaching – What makes a good lesson and improving environments such as the library.
- ✓ Good progress has been made in this area.

Next steps:

- Aim to complete Silver accreditation by May 2025.
- Implement and deliver class charters, playground charter and whole school charter with all children, staff and families – this will replace our old Golden rules and will be referred to when promoting positive relationships, this will be the focus when returning in August.
- Look outward to other schools within the ASG who are further ahead in their rights journey to share good practice and link with other communities.
- Complete the new library environment led by the school improvers group.

School Priority:

ELC – Literacy and PEEP sessions

Purpose:

Within the school, data shows a need to focus on literacy especially reading attainment, we decided to begin this with looking ELC as a self-evaluation activity to improve our practice. There has been a loss of families being able attend play sessions together in the community therefore we decided to introduce PEEP sessions within the setting with a focus around play and learning which incorporated literacy, numeracy and transition activities.

Progress:

Content:

- ✓ PEEP sessions introduced and led by an EYP and PT/HT – weekly session in blocks of 5-6 weeks

Impact:

- ✓ Through feedback from family questionnaires the PEEP sessions have been an invaluable experience. They have been well attended for the size of our setting with the children and families enjoying the different topics covered and the take aways to try at home.

- ✓ An audit of reading in ELC environment was carried out with all staff members and senior management
- ✓ The staff members who have led the sessions have gained confidence and have been able to see the positive impact it has for the children and families.
- ✓ The audit of reading used as a self-evaluation activity and is evidenced in their self-evaluation floor book, this highlighted areas to continue and develop throughout the session. By completing this process we were able to use our PEEP sessions to focus on certain aspects of literacy.
- ✓ The introduction of Attainment meetings and Support and Supervision meetings has supported staff members to engage with the literacy and numeracy benchmarks.
- ✓ Good progress was made in this area.

Next steps:

- Due to staffing changes, new staff members need to be identified and trained to continue with our PEEP sessions. An overview of the term with dates will be set up at the start of the academic year.
- Senior management to audit developmental overviews to identify gaps.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our employed PEF PSA has undergone work with individuals with regards to literacy and numeracy, using interventions such as Power of 1 and 2 for numeracy and Progress in learning for Literacy. A folder of evidence has been kept to show when the interventions have taken place and the impact of this, along with observations of learning. We have seen an increase in scores for our phonological awareness screening from August to May.

Small group outdoor learning opportunities were delivered from a skilled teacher. This has had a positive impact on children's health and wellbeing, further development of life skills have been developed using the outdoors. This has been seen as a positive experience through discussion with the children taking part.

PEF allocation has been used to support children in accessing the P7 residential trip.

Wider achievements Coileanaidhean nas fharsainghe

Strathpeffer Primary has been involved in many achievements this year.





We collated a record number of Blythwood shoe box appeal boxes with one of our children taken part in the collation of the boxes at the local warehouse.



We took part in the cross country running series, with some individuals coming in in the top 10 runners.



We officially opened 'The Den' our new sensory space within the school, this was lead and implemented by our school improvers group. We invited everyone who helped us along the way to celebrate the opening.

We were the lucky winners of the Tesco Golden Grants gold token, where we won £5K towards our sensory space and new library.



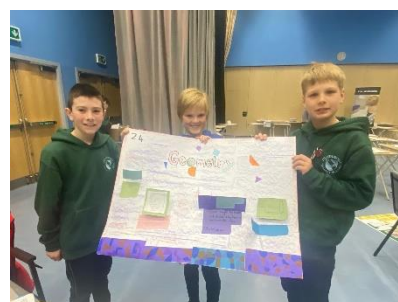
We came 2nd in the local Rotary Quiz.



We linked with the local care home and invited them into our school show. We shared the learning about 'Titanic' with them.



We had lots of success with our Shinty team this year, making it to the 'Mackay Cup' final.



Some of our P7's took part in the Maths challenge event at Dingwall academy for the first time this year.

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We took part in the Inverness Music festival this year with one of our children singing a solo.

We had a variety of people from the community in for assemblies this year, local park group member, sustainable shop people and Blythwood box people.

We have worked closely with Contin community this term with our upper stages classes enjoying developing the workplace opportunities being part of an archaeology dig. We have also enjoyed two walks around Contin island this year.



Comments from learners, families, stakeholders and staff

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

Learner comments -

'I didn't know anything about Rights until this year, I have learned that you have lots of rights and that you don't need to earn them you are born with them. I loved being part of the choir this year.' Primary 7 learner

'I have learned how to times a 3 digit number by a 2 digit number. I enjoyed our P7 trip to Alltnacriche, I learned how to use a bow and do wood carving.' Primary 7 learner

'I have liked how we have done lots of different things this year, learning about children's rights, sports, lots of writing and using our sensory room. Our school trips were also amazing.' Primary 4 learner

'I have enjoyed the Eden court Drama workshops where we learned about puppetry and storytelling, I enjoyed Sports day because everyone was included.' Primary 6 learner

'I enjoyed doing problem solving and committees during our learning together time. I like working with others as the whole school is mixed up. I liked doing The Den space. I liked how I knew what level I was on in writing this year and knowing what my targets were.' P5 learner

'I liked my school trip, I like the problem solving time because it is good for imagination and it makes you think.' P5 learner

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'I have made more friends being in a composite class but I miss my other friends. Writing has improved this year, we have now have a contents page in our jotters with targets to improve on. I have enjoyed my committee group this year, I liked doing the den and the new library, making the school a better place.' P4 learner

'I really like working in my committee Eco group, I liked going down to the Sustainable shop at the train station. It is good to feedback to the whole school at assembly.' P3 learner

'I enjoyed learning about more maths, the numbers the sums and the counting. I have enjoyed seeing my friends during Learning together time.' Primary 3 learner

'We have been learning about shapes, I have enjoyed learning more about reading. I really enjoyed the Kapla workshop.' Primary 2 learner

'I have enjoyed learning about 3D shapes, counting and the kapla workshop.' Primary 2 learner

'I enjoy learning about numbers, writing and reading. I like playing shinty on a Friday.' Primary 1 learner

'I have learned to read and write this year, I like my committee group because we made things like bunting for the whole school.' Primary 1 learner

'I have learned about life cycles, how to read and write. I like the drama workshops and the school trip.' Primary 1 learner

'We have learned about spiders, I think we have learned about kindness. I enjoyed that Mrs Murray gave me a Spiderman sticker.' ELC learner

'We have learned to be gentle with our friends and to be kind to each other.' ELC learner

Parents comments –

It's certainly been the busiest year my children have had since starting school! It's been lovely to see all the opportunities that they have had this year to do fun, interesting and educational things. The trips to Contin island, the eco shop and Culloden all sounded great as well as the various interesting visitors that came into the school.

*I enjoyed attending the PEEP sessions and **** was always very positive about going too. I found it reassuring to see how comfortable he clearly is with his key worker and to have the chance to see him with other children too.*

*I found the more specific and detailed feedback from the SOFA assessments useful and was delighted to hear of the progress the school has made. **Parent of P4 and P6 children***

Positive postcards reflected the work being taken to improve writing - lots of positive postcards home to celebrate success and progress in writing. Parent evening appointments focussed on sharing progress in writing with parents which was really useful to see progress.

*Active pupil leadership through committee groups - ***** has really enjoyed being part of the Pupil Council and talking about the ideas he has shared and the work the council are doing to improve the library space*

Really nice to see pupil learning via google classroom.

***** has a good understanding of the zones of regulation and talks about what each colour/zone means - helping him to understand his emotions and how others might be feeling.*

Shinty club is a real hit as are class of the week and Friday activities particularly the dancing.

Great school with a warm and welcoming staff and pupils. Lots of great opportunities for the pupils.

Another great year, thank you Mrs. Wojtunik and the Strathpeffer Team! **Primary 2 parent**

I think it is great that you have focussed on the development of teaching in writing. It is good that this includes factual writing/ report writing and not just imaginative writing. This is such an important skill that they will use all throughout their academic life. I presume more structure will help those with dyslexia? I can see that this will be something that is on-going to consolidate it for pupils and teachers.

It is good that staff have more training in SNSA/ SOFA and that these tests have been implemented throughout the whole school. It would be useful to look at how teachers use the findings to enhance their understanding of individual children's needs. Also how they communicate this to parents, particularly when the child is not performing as might have expected or when issues arise.

The school are clearly working hard on achieving the rights respecting school levels. **Primary 5 and 7 parent**

1. It feels like there has been an increase in structured and varied activities outside of the usual classroom based learning which seems to help create a 'learning is fun' culture. I expect it really helps social development too; such as the Kapla build day, Funky Friday with pupils leading with their own ideas and sessions. walking down to Contin Island. It would be nice to see more Forest School learning for all the kids.

2. The health and wellbeing topics are definitely resonating because the kids come home and chat about it.

3. I am really relieved that the phonics books have been updated and this kind of thing is being reviewed to bring us up to speed with other primaries. They also help parents to know what is expected with phonics so we can help more constructively from home.

*4. Online testing is great if the kids are able to use the technology to answer the questions and not feel more daunted by that over the actual tests. I'm not sure if they are all as tech savvy as each other in the lower school? However it is really good to be able to have an idea of where we sit nationally - but can we see this for our individual kids? **P3 and P6 parent***

Staff comments -

Stephen Graham training has made us evaluate the weight of the genres we teach, with less focus on story writing for older pupils. He's given us really useful scaffolding and structures to improve report writing.

*Learning about the UNCRC has made me consider how I discuss matters with pupils, and I am using vocabulary around the UNCRC in my teaching and behaviour management. The resources have been thought provoking and have generated quality discussions in class. **Class Teacher***

*Liaising with other teachers writing moderation and seeing other schools marking rubrics. This has helped us to begin to develop our own writing marking rubric. **Class Teacher***

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	Satisfactory
QI 2.3 Learning, teaching and assessment	Very good	Satisfactory
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

To raise attainment in Literacy and Numeracy, we will develop a whole school consistent approach to planning our curriculum, tracking our coverage of learning and teaching. This will encompass short/medium and long term planning approaches. We will continue to develop our approaches to learning and teaching of writing and develop a consistent approach with how we are teaching and assessing reading and numeracy.

Having achieved our bronze Rights Respecting schools award, we are now in a position to plan and implement our Silver action plan. This will coincide with the using the Health and Wellbeing progression and wellbeing tools consistently throughout the school including RSHP planning for P5-P7.

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://sites.google.com/dingwallacademy.org.uk/strathpefferprimary> or by contacting the school office.