



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

SMITHTON PRIMARY SCHOOL



Safe, Ready, Respectful

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

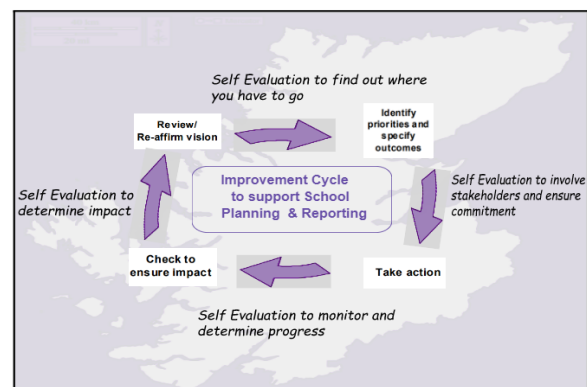
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Name:- James C. Lyon B.Ed, M.A
Acting Head Teacher
Smithton 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 92.8%	Average Class Size 26.5	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) (371+48 nursery)	Teacher Numbers 19	Pupil Teacher Ratio 19.2
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N3	N4	P1 12.9%	P2 13.2%	P3 14.6%	P4 15.6%	P5 13.5%	P6 15.9%	P7 14.3%
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SIMD Q1¹ >10%%	SIMD Q2 20-30%%	SIMD Q3 10-20%%	SIMD Q4 40-50%	SIMD Q5 10-20%	Unknown >10%%
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ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

The target (vision) is, 'believe and you will achieve' but that also comes with hard work and seizing opportunities. The values closest to the vision were created by community, parents, staff and young people and revised August – October 2020. As a school we had concentrated on promoting positive relationships 2018-19 and realised that Paul Dix's 'Safe, ready, respectful' was being used from ELC to P7 and should be incorporated. We also acknowledged that our values

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

didn't really have an academic focus anywhere so this was addressed with the Pupil Learning Council who came up with what 'safe, ready, respectful' looked like and can be seen in the two examples for each in the diagram. The Pupil Learning Council looked at what the values looked like and sounded like at early, first and second levels. These have been incorporated January - April 2022 and shared with each class. Vision and values in our school is nothing without positive relationships and working hard together to keep these positive both adults and young people alike: it forms the roots of our community and we are determined to ensure all get the best from learning either as staff or young people at Smithton Primary and ELC. As noted by HMIe in our visit May 2022 the Positive Relationships Policy is at the root of all our policies and learning in the ELC and school.

This year the Parent Council added to the values of what it 'looks like and sounds like' at Smithton from a community perspective. Here is the summary from the Parent Council around Safe, Ready, Respectful:

Safe

when approaching the school with concerns or suggestions we have confidence that we will be listened to and respected
we share responsibility to discuss the learning and well being of our children

Ready

families will have the confidence to share and find solutions alongside school to enable the child to continue to thrive
Families will have a 'believe you can achieve' attitude

Respectful

all interactions with the school community, including social media remains polite and positive
knowing my role as a parent in the school is valued and expected in equal measures
being an active member of the school family and remaining respectful across the wider community

RELATIONSHIPS

Smithton Primary Core Values
Early, First & Second Level Expectations
Created by young people for young people at Smithton Primary

<p>E - I ask a question to help me learn.</p> <p>F - Show confidence and determination.</p> <p>S - Being able to think of answers to overcome obstacles and try these out.</p>	<p>E - Face the person talking and look at their face. I like listening to different sounds.</p> <p>F - I can learn from listening to others. I wait my turn to speak. I show I'm an active listener through my body language. Use my indoor, outdoor, partner voice.</p> <p>S - Pay attention to talker and listen for detail. Concentrate to reply to what's been said.</p>
<p>E - I use kind words.</p> <p>F - Doing a good deed.</p> <p>S - Watching how we say things. Being aware of the power of positive body language. Allowing personal space when needed. Taking on a new responsibility. I can use reflective and evaluative thinking.</p>	<p>E - I like to wonder about new things. I have a 'Believe You Will Achieve' attitude</p> <p>F - Try again...Do your best. I can set myself achievable targets. I can practise new skills. I see how I have got better at something.</p> <p>S - I can wonder about new achievements. I can synthesize, plan and create new directions in my learning. I have a 'I can believe' attitude. I'm positive about my achievements.</p>
<p>E - I tidy things up. I help anyone else.</p> <p>F - Can I help or do I hinder?</p> <p>S - Showing great teamwork. Knowing my role and playing my part when working together.</p>	<p>E - Not leaving anyone out</p> <p>F - Talking about our opinions and accepting others views.</p> <p>S - Opportunities for teaching/coaching others. Encouraging others to learn new ideas. Checking to make sure everyone has the same chances.</p>

Smithton Primary
A place where everyone is learning together

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](#).

Safe, Ready, Respectful

School Priority: **Financial Education**

Purpose: To ensure best practice across the school for 21st century financial understanding and to promote family engagement around financial understanding and concepts.

Progress:

Ethos of Financial Ed shared with examples given from other schools
P1-P3 staff tried out play contexts for involving managing money.
P7 Enterprise activity to raise money to fund leavers hoodies. This linked in with ethical standards and fair trade.

Impact:

- ✓ Children have begun to experience situations of financial education at each stage.
- ✓ Staff evaluative comments at an INSET included,
 1. In Early Level we planned adult initiated play, e.g. role play, provocations etc. throughout year.
 2. We developed understanding that everything has a financial value, e.g. toys, resources need to be looked after or it will cost money to replace. Printing and copying costs money. For child-led play encouraging interests and explaining costs - writing letters and budgeting, explaining benefits to justify spending money.
 3. We Used role play - shops, banks etc. Using Dojo points/money to "buy" things/wages for class jobs to build understanding that you need to earn money to have money to buy things.

Next steps:

Could we contact banks to see if they would visit or sponsor?
Use home learning activities, e.g. budgeting, clubs, fundraising, researching jobs.

School Priority: **Knowledge and Strategies**

Purpose:

To embed numeracy knowledge and strategies and apply these skills using problem solving techniques from ELC to P7.

Progress:

- Calendar for diagnostic assessments was created and shared with staff.
- PT led INSET training sessions on the use of the diagnostics. (SEPT INSET)
- PT delivered support training around knowledge and strategy (FEB INSET)

Impact:

- ✓ All staff had a consistent approach across the school and all classes transferred on to digitally recording the outcomes of the diagnostic assessments.
- ✓ SLT able to have an overview of progress across all stages.
- ✓ Almost all staff increased confidence in supporting children in concept development.

- PT delivered collegiate sessions on practical maths and staff had opportunities to plan resources to match pupil level.
- Pupil voice to gather opinions of pupils use of practical maths materials from ELC to P7
- PSAs, as part of their Professional Development gathered evidence of activities, resources, strategies that they have been supporting with individual/groups of pupils.
- ✓ SLT observations highlighted the increase of practical maths activities being evident to support pupil progress.
- ✓ Pupil voice group compiled a report of activities and learning conversations. Here is an excerpt example; written by a pair of P7 pupils- “some of the pupils went up to us for data examples on how much we spend on electronic devices, depending on how much we spent on the devices they would use tally marks, they were really focused and formed groups to help each other, for example there was a group of five kids exchanging the information on how long they used devices.”
- ✓ This was shared with the Head Teacher who shared with staff concerned.
- ✓ Follow up discussion helped to develop confidence and abilities to try new support strategies for identified pupils.

Next steps:

- Ensuring work and strategies discussed are fully embedded.
- Ensure staff moving stages or new staff are aware of all resources available to support Teaching and Learning.

School Priority 3: **Developing Practical Maths strategies across the school**

Purpose: To experience Maths in the environment and apply knowledge and strategies of numeracy to shape, measure and data handling.

Progress:

- ✓ **Staff questionnaire was sent to all staff to how and when practical maths was being implemented and to identify any gaps in knowledge skills and resources.**
- ✓ **There was an audit of resources completed by end of term 1**
- ✓ **Developing Learning Resources**
- ✓ **PT attended Highland Numeracy Champions Training.**
- ✓ **Parent Council were shared our progress data re numeracy**

Impact:

- ✓ Data was collated from surveys and this was used to inform coaching partner discussions.
- ✓ A list of resources was compiled so that all classes had what they needed to support learning and teaching.
- ✓ Outdoor learning resources were developed And an expectation that staff would timetable this as part of weekly learning.
- ✓ All staff aware of increased scope of resource usage.
- ✓ [Click here for copy of presentation](#)

Next steps:

Developing opportunities for external partners to become involved in developing children's understanding of Maths knowledge and skills in the real world.

School Priority 4: Developing communication and engagement

Purpose: To ensure planning of events is timely and staff, parents and young people are fully engaged in the life and work of the school.

Progress:

- Termly calendars were issued to all staff.
- Termly dates given out to families through school newsletters, blog and class dojo.
- Engagement with Culloden Library has continued this session.
- PT co-ordinated meetings with the school learning council to gather views and inform school planning. These took place on a monthly basis.
- PT co-ordinated a whole school fundraising "maths at home" challenge.
- Whole school Health/Wellbeing/Sports Week took place in term 4.

Impact:

- ✓ Increased communication due to staff being aware in order to plan for forthcoming events.
- ✓ Increased awareness, which allowed parental involvement to support school events and involve more partnership with Parent Council.
- ✓ Each class has a six-week cycle of visits to the local library.
- ✓ We had 36 pupils (1/10 of school roll) completing the Summer Reading Challenge. High parental support for visits to be undertaken. Parents read with children during visits.
- ✓ Pupil Council gave ideas to help purchase new maths resources.
- ✓ Family Learning took place with examples given through google classroom to share with others during the Maths Challenge. This helped to share the progress being made with the school improvement plan.
- ✓ Supporting Sports/Health professionals did workshops for pupils to engage in active learning.

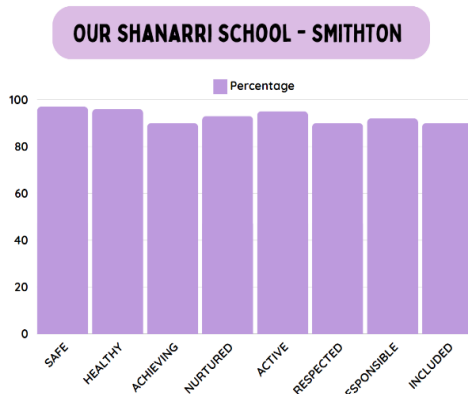
Next steps:

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Each class had wellbeing and mental health workshops delivered by Family team Member with open access within school at break/lunch time for those who required a more therapeutic level of individual support. Homework club particularly successful for parental support.

SHANARI survey was carried out for classes P4-P7. Results were collated and shared with all staff.



All targeted children made progress in literacy and numeracy. 71.4% have attained age/stage appropriate standards.

Try It Tuesdays encouraged children to experiment with a wider range of foods to eat as well as nourish children who did not come to school having had a breakfast,

Termly discussion regarding food wastage followed up by P7 curricular work in eco-living.

4 staff at start of session, refreshed their companion status to deliver "loss/separation" support to a total of 32 children, and 5 parents. Pupils evaluations state a more positive and confident outlook in their wellbeing.

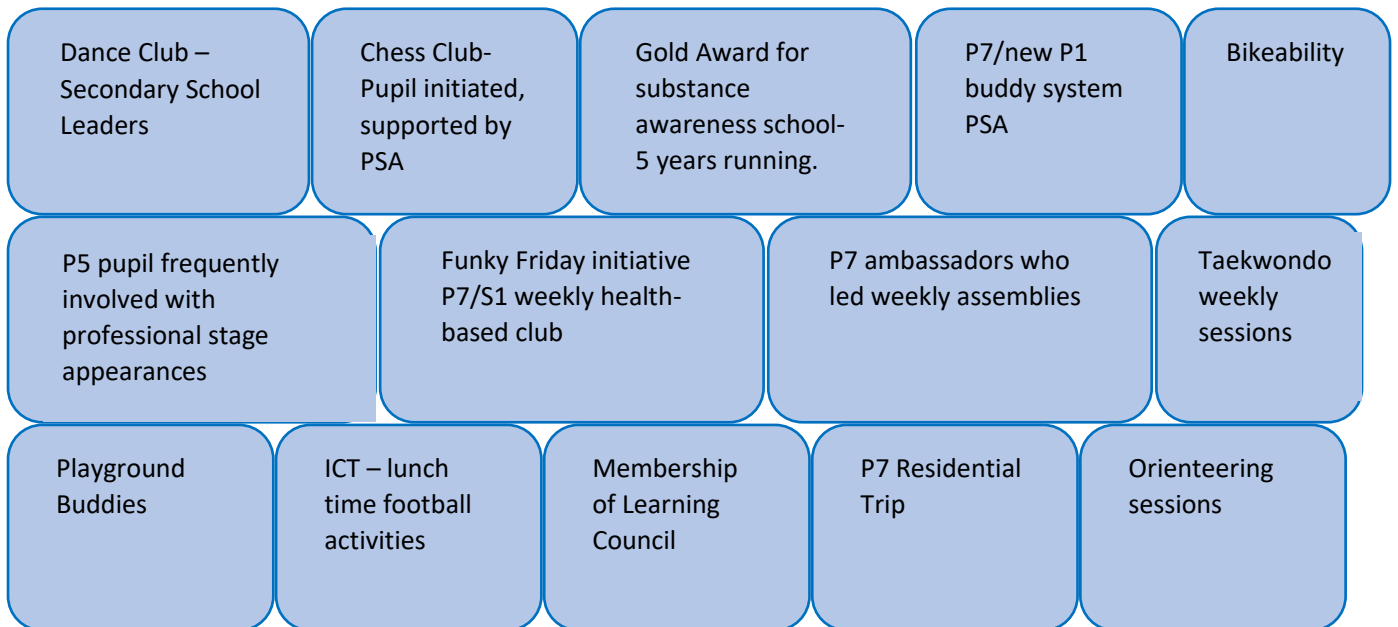
Relationships established with HLH Youth Development Worker and Health Development Officer along with Family Team to deliver Friday night "youth club" activities with a Well-being focus for P7 and S1 children. Relationship development and community spirit highlighted through parent council comments on effectiveness as well as weekly evaluative feedback.

Referrals through HT to individual Family team dependent upon information shared, through parental need or multi-professional suggestion. Form 1 referrals, which are reviewed every 6 to 8 weeks. This support has clearly helped attendance issues being much higher than the highland average, 90% of children targeted have improved attendance.

Wider achievements

Coileanaidhean nas fharsainghe

Here are some of the wider achievements on offer at Smithton over the course of session 2023-24.



Comments from learners, families, stakeholders and staff

Selection of Parent End Of Year Report Comments

Our play pedagogy impact has been embedded for 4 years now from Nursery to end of P3, so it's important to look at impact from parent perspective

" report was a joy to read , we are very proud of his progress and how much of a difference he has made "
Parent of P3 child

"I can see the progress she has made with her reading. She chooses the bedtime story and reads to me now"- P3 parent.

Several evaluative comments, reported significant improvements in Reading and Writing during the P3 stage.

This year also was a landmark year where our P4s were the first class to go through all play pedagogy till end of P3, then have a more enquiry based curriculum.

Parental Comments at the end of P4 included ,

"We continue to notice her abilities grow at home, particularly her reading"

" has become an engaging reader and especially the David Walliams books; so lovely to see"

A new parent to our school reported,

"The staff are extremely dedicated and supportive and always approachable" (P5 parent who came to school in February)

A child who has had attendance issues – P7 Parental Comment about a teacher

"You have been a remarkable role model for * this year, which has encouraged her to show up and give her best; for that I am thankful.

(child's attendance P5- 81.24% and P7 93.48%)

Excerpt from a pupil's Profile Of Learning

Things i can do to help me achieve this:

- *Write all of them down and chant them over and over*

Safe, Ready, Respectful

- *Make a poem/Rhyme about the times tables*
- *Hit the button focusing on the times tables i'm learning*
- *Practice skip counting*
- *Practice every day*
- *Take it slow and don't stress*

<8 & 9 times tables

Dear diary to start learning and getting stronger on my 8&9 times tables I have been going online and finding times table charts and memorising them at home so I can count the 8&9 times tables on my fingers. I'm not that strong on them yet but I know if I keep trying I will get there at some point.

Example of impact of Learning Council – Taken from minutes end of November 2023.

<p>1. Christmas Decorating The hall needs to be decorated before the infant Christmas shows.</p> <p>The theme of the show is '<i>Christmas Around the World</i>'.</p>	<p>Action</p> <p>Class reps are to encourage classes to create displays with the '<i>Christmas Around the World</i>' theme.</p> <p>Decorations should be completed by <i>Wednesday 6th December</i>.</p>
<p>2. Pantomime Visit Next week, a theatre company is coming to the school to present the show, "Sleeping Beauty".</p>	<p>Action</p> <p>Class reps are to ask their classes for feedback on the show.</p>
<p>3. Christmas Experience @ Smithton Church P5-P7 classes are to visit Smithton Church at the beginning of December.</p>	<p>Action</p> <p>Class reps are to hand out letters to their class.</p>
<p>4. Equality and Diversity We discussed these two words. Mr Hardie explained that it is very important for pupils to understand equality and diversity and how we can make them happen in our school.</p>	<p>Action</p> <p>All classes to have an initial discussion on the topic of <i>Equality and Diversity</i>.</p>

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

Safe, Ready, Respectful

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

- Create and deploy a digital method of recording pupil profiles within the school and ELC.
- Embed a consistent approach to high quality teaching across the school, focusing on the development of effective scaffolding and questioning techniques to support pupils learning.
- Build upon previous progress within the development of practical maths and financial education in the curriculum.
- Drive forward improvement within self-evaluation relating to profiling and observations in the ELC.

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 [Home | Smithton Primary](#) or by contacting the school office.