



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Stratherrick Primary and ELC

We are learning together in a friendly, fun, happy and healthy environment!

Introduction: Local and National Context

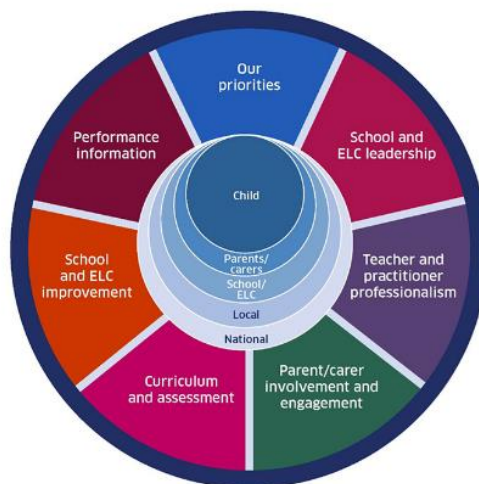
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

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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.

Alan Graham
Head Teacher
Stratherrick Primary and ELC

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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
94.4%

Average Class Size
14

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
14 (9 in ELC)

Teacher Numbers
1

Pupil Teacher Ratio
14:1

We have had no exclusions this year.

Stratherrick Primary is located in a rural setting serving the local community of Gorthleck village and the community. The catchment extends to Knockie Lodge (Whitebridge) in the South to Torness in the north.

There are 14 children attending the school and 9 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for the school and nursery.

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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

“At Stratherrick Primary School we are learning together in a friendly, fun, happy and healthy environment.”

Core Values:

Proud Pupils being
Respectful and
Open to challenges
Understanding and caring
Determined to do our best

Aims: To ensure pupils are

Safe – To protect us all from danger; **Happy & Healthy** – To look after myself and others; **Active** – To become smarter, stronger and have fun; **Nurtured** – To grow and be cared for; **Achieving & Learning** – To always try your best; **Responsible** – To be trusted and someone you can count on; **Respected & Included** – To listen to others and be listened to; Included - To be part of our team.

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:

Raising Attainment in Writing Year 2

Purpose:

We have made some progress in year 2 of this plan. We needed to fully focus on how we were going to deliver our approaches to writing as we had a long way to go in this priority. Attainment across the board in very good, however clear approaches to the teaching of writing was required. And how these strategies could be employed in a multi-composite class.

Progress:

- ✓ Some progress has been made and planning is starting to show an improvement in engagement, independence and attainment
- ✓ Writing attainment remains consistent with almost all children achieving appropriate age/stage levels
- ✓ We have made some progress using real life contexts for our writing, and this will be further developed in 2024/25

Impact:

- ✓ Pupils are more independent in their writing
- ✓ Pupils are more creative and employ varying techniques to engage the reader
- ✓ Pupils are challenged more, and are therefore more engaged in the process
- ✓ Pupils are enjoying the creative writing process and are more positive in their attitude
- ✓ Good classroom practise has been highlighted with staff feeling more confident in the modelling of writing
- ✓ Attainment continues to be strong
- ✓ ACEL data was submitted in line with predictions

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- ✓ Assessment data shows and improvement in standards

Next steps:

Continue to work closely with the ASG on agreed priorities in relation to pedagogy

Continue to work closely with the ASG to identify opportunities for moderation

Learners will be able to discuss their learning and next steps

Use assessments and benchmarks to moderate on a more regular and timely basis to monitor progress

Continue to develop process of the Talk for Writing program across a P1-7 class

School Priority:

Curriculum value aims with play focus

Purpose:

Being a small school with a P1-7 class it was important that we found the best approaches to raising attainment and focussed improvement for all. Play would have helped to provide this, and would also have helped with holistic development, engagement and motivation, social skills development, creativity and imagination, stress relief and cognitive development. Supporting the raising of attainment and achievement for all.

Progress:

- ✓ Progress was limited due to change of head teacher from August – January, 5 different classroom teachers, unfilled teaching vacancy from February to May meant the head teacher was teaching full time
- ✓ Consistent staffing has been put in place for session 2024 2025 and this will ensure the play pedagogy approaches will be embedded across the school

Impact:

- ✓ This is a priority we have taken into session 2024 2025

Next steps:

To go back to the beginning of the plan and restart, with amendments to take into account Education Scotland recommendations.

School Priority:

Know Thy Impact! Understanding and Improving pedagogy, assessment and moderation strategies

Purpose:

From pupil observations and discussion with children, they identified that most of them feel good when working with others and most liked being chosen to do things.

From staff survey, classroom observations and discussion, staff shared that they wanted:

- our processes for assessment and reporting to be more manageable and more effective in informing improvement in learning and teaching
- more effective assessment systems to identify and meet the needs of learners

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- to develop a quality body of evidence to support assessment judgements and decisions about next steps
- for learners to receive high quality feedback and have an accurate understanding of their progress in learning and what is needed to do to improve.

From parent survey and focus group discussion, parents shared that they wanted to feel more confident in what their children are learning, supporting children in their homework and where their children are in relation to CfE benchmarks.

Local Authority focus on pedagogy and what constitutes effective approaches to teaching and learning.

ASG recognition that the subject specific nature has led to more short-term impacts. ASG agreement to focus on broader concepts which will positively impact upon all schools and all areas of the curriculum.

Progress:

- All teaching staff at Stratherrick attended all of the ASG collegiate sessions
- Most staff felt more confident following the Spotlight Assessment session.
- ASG survey was conducted which helped to set the direction of travel for the shared priority.
- School tracking systems have been updated
- Local authority has created an overarching tracker and the school underpinning tracker will feed into this

Impact:

- Staff who undertook these sessions are no longer in school. Therefore, this will need to be embedded with our current teachers.
- The top 3 areas that teachers felt would benefit were:
Sharing good practice
Time for dialogue
Speakers in their area of expertise
- To ensure consistency of approach there is authority training on the September Insets

Next steps:

To review previous plan and revisit.

For staff to share strengths within teaching and learning with other staff across the ASG.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF was used to buy supply teacher time to free up class teachers to go and observe good writing lessons across the ASG and Highland. For various reasons this was not achieved. However, during terms 3 and 4 writing was more of a focus, and pupils become more engaged, independent and challenged in their writing and attainment improved.

Wider achievements

Coileanaidhean nas fharsainghe

5K Fun Run at the Loch Ness Festival of Running

Stratherrick School Craft Club selling creations at the Inverness Royal Academy Fair and at the Winter Wonderland Festival

Community Singing Event at the Winter Wonderland

Helping to design the local churches stained glass window

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Our Christmas nativity
Feis Rois Singing sessions
World Book Day – making our own book
Bush Craft Activities
Harry Potter train
Garden Tidy Up
Soft Plastic Recycling
Eco Schools Green Flag Award
P4/5 Class winning the STEM challenge at Kilchuimen Primary
Sports Day

Comments from learners, families, stakeholders and staff

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

Thank you very much for having us! It's such a great opportunity for the sports leaders to develop their leadership skills and for me to get to know the children. The girls were buzzing afterwards, both girls weren't sure what to expect with it being their first time at the school but Tegan actually said today was one of the warmest welcomes she has had from any of the schools yet. Glad we were able to help and please keep us in mind for following sports days, events, etc!

Hazel Wilson (Active Schools Coordinator)

In my role as Project Co-ordinator for Stratherrick and Foyers Community Trust, I work closely with a range of community groups and organisations to help push community projects and activities forward. I have worked with Stratherrick Primary School on a number of activities and have built up a strong working relationship with a number of the staff members. Two of the most recent examples are as follows:

1. Winter Wonderland. Winter Wonderland is a Christmas-themed community event organised by Stratherrick and Foyers Community Trust, and is geared towards the local school children and their families. As a result, we engage with the children and the teachers at a very early stage of planning to ensure that they feel part of the event. This year, they took part in a competition to make Christmas decorations, they created crafts to sell at a stall to raise funds for the school and they also took part in some carol singing during the event.
2. Stained glass window design project. I have just started working with the children of Stratherrick on an art project to design a new stained glass window for a community church renovation project. Although this project is in its infancy, during the first workshop the children showed enthusiasm and creativity throughout. Even where 'drawing' was not a strength, each child found their own way to express themselves creatively.

Working within the local community it is imperative that we engage with community members of all ages to ensure the success of a project, and it is my belief that by investing in the children and giving them ownership of a specific part of an event or project, they will in turn invest back into the community later in life. Whenever I have had involvement with the pupils of Stratherrick Primary school they have been willing to participate in the task set, had a smile on their face, and been great ambassadors for the school.

In a rural community such as ours, the primary school is at the heart of community life. It is vitally important that the school, its staff, and the pupils all receive the support they need to ensure that the school is able to flourish and continue playing such an integral role in this community.

Caroline Tucker Project Co-ordinator Stratherrick & Foyers Community Trust Ltd

It's a lovely school,
everybody is very friendly,
warm and caring!

It's amazing because it's like a
family – everybody's smiling,
everybody is enjoying it and
everybody is happy!

Everyone is supportive,
and we all help each
other if we need it!

It's a fabulous, friendly,
family place!

The school is great and fun!

Great kids, I love it!
It's wonderful!

- In what ways do you think the environment supports all the different types of learning through play?

By offering a cozy, warm, well lit environment providing the children with a healthy social/emotional environment. Plenty of playing materials to promote cognitive, social, emotional, physical and language development. Outside space is fantastic with plenty of opportunity to build confidence in skills and problem solving.

- Do you think your child is making good progress in their learning and development?

I believe my child is making good progress thanks to all the things that are available to them to promote learning and development. I think Dulcie and Karen do a fantastic job supporting and encouraging the children.

- In general how did you think your session went?

It was good to see my child in a different environment ~~in~~ playing with their peers.

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	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Weak
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	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. Play and Active Learning (Continuation from last years plan)
2. Tracking, monitoring and assessment (from Education Scotland recommendations)
3. Teaching Pedagogy (ASG plan)

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 by contacting the school office.

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