



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



Lochardil Primary School

Lochardil Primary School



Love

Respect

Pride

Responsibility

Confidence

Introduction: Local and National Context

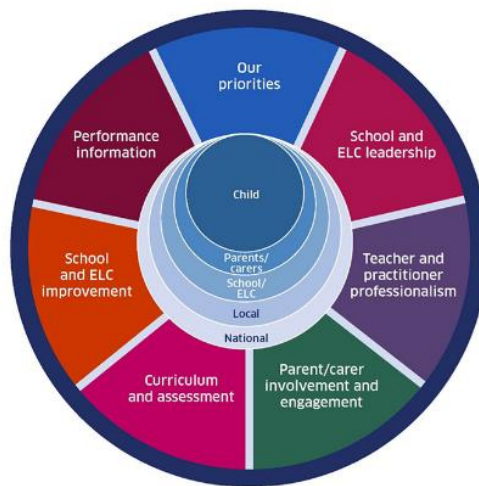
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

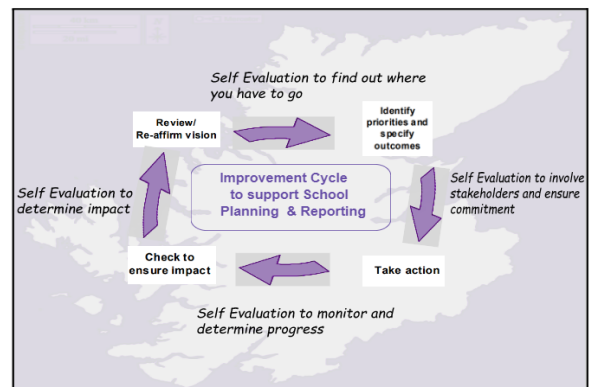
When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Audrey Kellacher
Head Teacher
Lochardil Primary School



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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 95%		Average Class Size 25.6		Meeting PE Target Target Met				
Pupil Numbers (inc nursery) 333 (+76 nursery)		Teacher Numbers 13		Pupil Teacher Ratio 25.6				
N3 41%	N4 59%	P1 12.6%	P2 12.9%	P3 13.5%	P4 11.7%	P5 18.3%	P6 17.2%	P7 13.8%
SIMD Q1¹ 0.6%	SIMD Q2 0.9%	SIMD Q2 5.7%	SIMD Q3 46.1%	SIMD Q5 46.7%	Unknown 0%			
ASN² 28.8%	No ASN 71.2%	FSM³ 3.3%	No FSM 96.7%	EAL⁴ 5.4%	No EAL 94.6%			

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

Reading	Writing	Listening and talking	Numeracy
Almost All	Most	Almost All	Most

We have had no exclusions this year.

Lochardil Primary School and Early Learning Childcare provision is located within the Lochardil area of the city centre of Inverness. Built in 1964, with additional capacity added, we continue to manage the increasing demand on the school roll. Our school roll for 2024-2025 is 409 pupils including 334 pupils P1-P7 and 75 pupils in nursery. This is set across 13 classes and 3 nursery playrooms. We deliver a flexible ELC provision (with capacity for up to 80 children at any one time) across the 3 playrooms to deliver 1140hours, and provide breakfast and school aged childcare (max 40 children at any time) from 8am-5.45pm. This reflects our local context and community with many working families.

Class size data shows we have a higher than local and national average. Pupil/ teacher ratio is higher within a majority of classes, compared with both local and national averages which are on a par. We need to closely monitor rising roll again now we are uncapped as this adds pressure to the campus size resulting in limited space available.

Almost 29% (11.8% approx. are level 3 or 4) are recorded having an additional support for learning need. 1.5% of our children are care experienced. Our attendance average is 95% which is above local and national averages.

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

² ASN – Additional PSA Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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Pride

Responsibility

Confidence

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision Statement (agreed June 2016)

Lochardil Primary School strives to equip all learners with a variety of experiences for lifelong learning in a fun, stimulating, challenging and rewarding environment. We share a sense of pride and encourage each other to be the best we can be, where everyone feels safe, included, valued, respected, and able to contribute equally within the world.

Motto (agreed March 2009):

Share, care, work and learn.

Core Values (renewed October 2016):

Pride, Respect, Responsibility, Confidence & Love

Additional values that support our core values – based on the word Lochardil (agreed June 2016)

- L – Learning & Loving
- O – Open minded & Optimistic
- C – Caring & Confident
- H – Hardworking & Helpful
- A – Ambitious & Achieving
- R – Responsible & Respectful
- D – Determined & dependable
- I – Intelligent and Inclusive
- L – Listening & Loyal



Aims

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 & Respecting** – To listen to others and be listened to; **Included** - To be part of our team.

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Pride

Responsibility

Confidence

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:

Curriculum- High Quality Learning & Teaching pedagogy to improve Pace & Challenge for all learners.

Purpose:

Staff will continue to develop high expectations of children to ensure an appropriate pace of learning for all. As an ASG the priority is to build an effective professional learning community (PLC) where there are shared high standards and quality of effective learning and teaching pedagogies evident across each of our schools.

Progress:

- ✓ All teachers worked as a collective to engage with shared training on pedagogical approaches to improve learning and teaching.
- ✓ All teachers across our ASG schools engaged with professional reading 'Power Up Your Pedagogy' to use professional research to inform practice. All implemented 2 agreed and shared pedagogical approaches to improve learning and teaching standards and quality (differentiation and spotlight on assessment).
- ✓ 3 x ASG sessions held and completed.
- ✓ Increased level of staff confidence of selected features of pedagogy (differentiation and spotlight on assessment).
- ✓ Higher engagement working with our ASG, improved partnership.
- ✓ Collective agreement across all ASG schools to continue with the book groups in own schools and
- ✓ Strong staff voice. Inset days are utilised to engage with self-evaluation and improve staff continual professional learning.
- ✓ Staff, pupils and parents/carers have refreshed our Lochardil Learning policy and created a high expectations poster for every classroom.
- ✓ Use of HGIOURS key questions to provide pupil voice with a focus on the learning & teaching, and learning environment.
- ✓ Reintroduced rigour and consistency when monitoring and evaluating learning & teaching through Peer Visits/class observations, and data dialogue.
- ✓ Improvement in pupil led leadership opportunities i.e. in ELC predominantly.

Impact:

- ✓ Our PLC is more cohesive as relationships and connections have been made with networks across the ASG in place. Shared practice is emerging and this is supporting professional judgement of standards. Book group created environment for focused dialogue and strategies revisited in practice i.e. differentiation, assessment and questioning. Most staff felt more confident after the Spotlight on Assessment session.
- ✓ ASG teachers voice is recognised and valued. They have identified they want future delivery of content to be through - Teachers sharing good practice (72%), Time for dialogue with colleagues (88%), and Speakers in their area of expertise (64%), with a focus on 3 themes including Overarching themes – Sustainability, Creativity, Digital (58%), Feedback and Plenary (46%), and the 4 Contexts for Learning (40%) to support high quality learning and teaching.
- ✓ Teachers have an improved understanding and knowledge of what a HGIOS 4 level 5 illustration of learning and teaching is and are consistently using the 2 focused pedagogies within daily practice to improve quality and pace of learning.
- ✓ Consistency of high quality learning and teaching is improving through pupils using HGIOURS themes to gather responses to questions. Actions have then been taken in response to findings, providing empowerment and agency for both pupils and staff.
- ✓ Peer visits data and evidence shows an improved consistency of high quality learning and teaching, with appropriate pace and challenge, across all classes. Classroom observations allowed us to gather data on how successful practical implementation of our professional reading (Power Up Pedagogy) theory translated into practice.

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Responsibility

Confidence

- ✓ Data for 2023/2024 shows overall improvement in reading, and HWB data is consistently positive across all year groups.
- ✓ Increased teacher confidence and improved knowledge and understanding in use of Literacy Benchmarks and HLP writing moderation tools to develop consistency of achievement of a level judgement at P1, P4 & P7.
- ✓ High expectations posters displayed in each classroom and provides standard and expectation for every class/play room.
- ✓ Peer visits have provided valued time for professional dialogue and reflection, shared ideas, identification of any actions required, and accountability.
- ✓ Experiences of the learners are more appropriately challenging and better matched to their learning needs, pace for almost all learners has improved, and range of differentiation strategies in use across the classes.
- ✓ Home learning engagement is purposeful and differentiated to meet the learner needs in some classes.
- ✓ Pupil ownership of personalisation and choice through planning, practical and evaluation is evident in ELC in particular. Development of Life Skills room in ELC shows more child led opportunities i.e. snack prep, independence personal skills, and purposeful links to DYW.
- ✓ Very good progress was made in this area. Consistency is evident.

Next steps:

- Raise attainment in writing and numeracy. Staff will continue to develop high expectations of children and high quality learning and teaching to ensure an appropriate pace of learning for all. Use the tools developed to ensure shared understanding of Benchmarks, support consistency and standards across all classes through upskilling staff, moderation, focus on learning environment, and improved resources.
- Continue ASG working within our professional learning community to share high quality learning & teaching practice across identified shared common themes i.e. Overarching themes – Sustainability, Creativity, Digital (58%), Feedback and Plenary (46%), and the 4 Contexts for Learning (40%) to support raising attainment and achievement for all. Engage with professional reading and research as a shared purpose.
- Increase attainment aligned with the Benchmarks across all indicators of Literacy in particular writing i.e. the tools for writing and stamina required to write, and numeracy focus.
- Further enhance Learning, Teaching & Assessment in writing through purposeful opportunities to write linking to Lfs themes.
- Motivate and promote reading for pleasure across the school and ensure further diversity, representation & inclusivity, with a focus on fostering anti racism. Strengthen the reading into writing connection. Embark on the Scottish Book Trust 'Reading Schools' journey and use the framework to support writing improvement.
- Engage with CLPL learning visits to other schools/establishments/LA's to view very good examples of play pedagogy in practice and explore learning environments including learning outdoors across the school.
- Maintain a link with COMPASS builders to further develop our outdoor spaces and implement plans.
- Finalise and embed our Play Charter to describe the play experiences that could be expected to be delivered at each stage, include metaskills to provide an overview of Play across the curriculum.
- Continue on our European Digital Schools Award journey.

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Pride

Responsibility

Confidence

School Priority:

Culture - Raise attainment & achievement with a focus on writing and numeracy. Opportunities for children to lead their own learning as well as wider aspects of the work of the school. This will help to sustain and extend high levels of attainment.

Purpose:

- *As identified, extending tracking of all areas of the curriculum would enhance monitoring of children's progress and attainment and attainment, in order to support very good progress of learner.*
- *Continue to use this tracking and linking of skills children are developing both within and out with the school, to support progression in learning.*
- *Monitor interventions thoroughly, including working with partners, amending interventions as appropriate, to ensure maximum effectiveness and to improve outcomes for all.*
- *Continue to maintain and exceed current levels of attainment particularly in writing and numeracy.*

Progress:

- ✓ Digital technology & tools are used to improve engagement, attainment & achievement, and reduce barriers to accessing learning.
- ✓ Self-Evaluation for School Improvement calendar was more robust this session. Class visits, Peer visits, Learning & Environment audits & walks, HQATs/Learning Conversations/Family open sessions cycle, termly overviews, all SESI tasks on WTA calendar, all implemented with rigor.
- ✓ Our ASG TMR is in place and populated to track data and inform attainment meetings. Our school version is used to track progress and achievement for Literacy, Numeracy and HWB, and informs targeted interventions for improvement for those children that will possibly achieve or not on track to.
- ✓ Consistent use of the TMR has helped ensure that all children's progress is monitored to focus on closing the attainment gap and being proactive with targeted interventions from a multi approach i.e. school and home.
- ✓ Use of the TMR data has supported professional dialogue and understanding of progress and next steps, particularly within Literacy.
- ✓ Our HWB tracker
- ✓ New area of the website developed and populated with content to support parents/carers with learning and support at home. Will launch next session.

Impact:

- ✓ Access to and use of digital tools e.g. read and write toolbar used to support access to SOFA/SNSA, has increased pupil self-esteem and independence to access and complete assessments online. Increased pupil independence to access tools to support achievement and attainment.
- ✓ More evidence on the quality of learning and teaching across the entire school, so strengths, areas for development/challenges, actions and any next steps identified.
- ✓ Working groups & SLT have created Canva posters to show snapshot of statistical data gathered through SESI evaluations. These are very user friendly and accessible for all, sharing of transparency and accountability. 'You Said, We Did' responses have validated and made use of Staff, Pupil & Parent/Carer voice.
- ✓ Data gathered on parent/carers engagement across each class/stage/school to ensure transparent, working together and accountable ethos.
- ✓ Almost all attainment data meetings were purposeful. Direction from HC central team to focus on those children that may or may not achieve (rather than those that will or will not), allowed us to drill down during conversations to plan for and review targeted interventions, which supported increased attainment for some pupils in P1, P4 & P7 ACEL data. Thus, improving overall school attainment data picture.
- ✓ TMR, school data dashboard and HC Sharepoint utilised more by class teachers on an ongoing basis. HWB not tracked this session as Training for the GWMP was undertaken but wasn't implemented. Good progress was made in this area
- ✓ Home learning support online being made available has shown parents/carers have a voice, and support repeated practice of basic skills to build confidence for next learning
- ✓ Good progress was made in this area.

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Pride

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Next steps:

- Data focus – train and use SEEMiS progress and achievement module, ASG TMR, refresh Lochardil Data Dashboard, and
- Data focus - train teachers on use of SEEMiS Progress & Achievement module, and increase confidence in using this system for reporting.
- Increase confidence in all teachers use of Sharepoint, TMR, Lochardil Data Dashboard to track and analyse data. SLT to implement systems with rigor and consistency.
- Improve data collection of ELC trackers and development overviews so it can be collated and analysed digitally and more purposefully to target timely interventions for collective and individual improvement and development.
- Develop working/ buddy groups to drive forwards development areas in ELC i.e. pupil leadership opportunities through the life skills room, and gather self-evaluation evidence from ELC/OoSC staff voice within.
- Continue to seek out CLPL opportunities for implementing play pedagogy in a primary classroom and outdoor learning spaces. Staff will continue to carry out personal CPD about play pedagogy.
- Target interventions to meet needs of all learners. Adapt environment, teaching style, and support.
- Focus on writing purpose and engagement to provide more frequent writing opportunities and ensure writing tool skills are robust. Use writing to inspire learning for sustainable action for change.
- Provide direct targeted support for pupils and families identified through PEF. Include opportunities for peer buddy support with home learning, opportunities within the school day to go over/complete/ revise any home learning tasks set, and offer parent/carer workshops on How to Help at Home.
- Make the home learning support tab on the Blog live and continue to populate for all children and families.

School Priority:

Community & Campus - People at the Heart - Pupil Voice & Participation through Learning for Sustainability

Purpose:

To implement actions from the award report evaluations from various bodies including UNICEF RRS, Eco Schools, SOS, & Digital Schools Awards Scotland. Post covid lockdown impact on adult & children's mental HWB & the learning/social gaps identified, continue to value and build social capital through strengthening our community networks to enhance and improve our education provision and close the gap. Use our strong Pupil Voice to act locally and globally to make a positive difference. The launch of the Scottish Government new Learning for Sustainability action plan 2023 to 2030 and Call to Action for Target 2030 – a sustainable learning setting based on Culture, Curriculum, Community and Campus, is a driver for our LfS journey. We want to recognise and celebrate our school's 60th birthday in November 2024.

Progress:

- ✓ Positive relationships with all our families. Rebuilding partnerships and connections with local community contacts and business. Community engagement calendar is well populated.
- ✓ School achieved SportScotland Gold Sport Award recognition this year.
- ✓ All parents/carers state we are a sustainable school and value our journey to be active in our contribution to reaching target 2030.
- ✓ Pupil voice is strong and at the heart of our school and community. Leadership groups including Pupil Learning Council, UniKids, JRSO, Digital Dynamos and Playground Champions are in place.
- ✓ The pupil-led JRSO group actively campaigns for safer routes to school, a safer school community, and promoting active travel.
- ✓ Held a HWB community exhibition with stalls, exhibitors, providers, practical experiences and networking opportunity.

Impact:

- ✓ Family learning opportunities (FLO) are well attended as photo evidence displays. Almost all families attended open sessions and special days/calendar events, most attended evening HWB event and individual class events. Less than half attended focus curricular workshop, however most engaged with online materials through Google Classroom/email directly which included the curricular workshop materials for e.g. RSHP. Parent/carer voice is almost all positive and we have contact and communication with all our families.
- ✓ Pupils across the whole school have access to wider learning experiences through accessing opportunities within the immediate community and beyond.
- ✓ Pupils wider sporting achievement is recognised and regularly celebrated. We have talented athletes and sports people currently at local and national level, and previous Lochardil pupils in positive destinations with their sporting abilities.

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Respect

Pride

Responsibility

Confidence

- ✓ New partnership developed with a local building company. Pupil voice and ideas for improving our school grounds (campus) have been actioned to support play pedagogy & social times during break and lunchtimes. Loose Parts Play Charter has been created.
- ✓ Community engagement and partnership working introduced 'Learn to Cycle' and continued the offer and implementation of Bikeability Scotland national training level 1 & 2. Parent/carer and community volunteers delivered this.
- ✓ We gently introduced our parents/carers to 'Target 2030 – Sustainable Learning Settings' and shared our aim with them. This was illustrated practically through a whole school Learning for Sustainability exhibition to support knowledge and understanding.
- ✓ Parent Council are very supportive of the school. They regularly raise funds to support staffs' ambition to reduce the cost of the school day e.g. all classes (inc ELC x3 playrooms) receive a £100 budget to enhance the resources and learning experiences through such for every pupil to access.
- ✓ There is an increase in pupil participation in sport/activity now there are more clubs on offer on our weekly timetable both during and after school. Stronger links with the community through Active Schools and local sports clubs.
- ✓ All children that participated in Learn to Ride or Bikeability can now confidently ride a bike and are equipped with life skills and road safety knowledge when cycling on the road.
- ✓ Pupil voice is strong and collective actions implemented for improvement.
- ✓ Data for 2023/2024 shows overall improved tracking of pupils wider achievement through HWB trackers and club registers.
- ✓ Wide range of pupil leadership opportunities and expectations gives purposeful global citizenship experience and empowers the children to take action both local and global. We continue to represent nursery and primary education both locally and nationally in the area of learning for sustainability and work with partners to promote this.
Pupils are independently volunteering to run clubs during their own time, are well prepared with their presentations and campaign material for such, confident to share and put forward their ideas, and have shown a huge sense of achievement when they run them. Buddies are very responsible and ELC-P6/P1-P7 and a super support for staff.
- ✓ UNCRC is evident throughout our vision and values, planning and policies, communication model, partnership working, and children's interests and pupil voice.
- ✓ Good health and wellbeing is central to our effective learning, life and work. This aspiration for every child and young person can only be met if schools and their partners work closely to support health and wellbeing, taking account of local circumstances and individual needs, which this event achieved. We built and enhanced relationships and networks, opened up communication with partners for support, and showed our community what is available and how to access any of the sources for HWB support. Some families have accessed financial support, others have signed up for extra curricular activities/clubs, some have made use of the psychological services/educational support available and JustAsk helpline, accessed mental health support through local charity, volunteered to support and give time to local charities, improved their diet and fitness/wellbeing.
- ✓ We continue to have a shared language based within the core principles of LfS Target 2030 using Curriculum, Culture, Community and Campus. This provides the

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Respect

Pride

Responsibility

Confidence

strategic structure to report within and deliver our education within our provision. It continues to be our USP.

- ✓ 100% of parents/carers feel we demonstrate our commitment to being a sustainable setting. 96% of parents/carers feel we clearly or very clearly demonstrate our commitment to being a sustainable setting.
- ✓ All classes have purchased items from their 'wish lists' selected using pupil voice on what will improve their learning and teaching experiences, and some classes have been able to subsidise bus travel to ensure equity for all, and travel further afield to engage with expertise and experiences such as to Aberdeen Science Centre etc.
- ✓ Very good progress was made in this area.

Next steps:

- Action priorities to sustain all awards and gain next level i.e. RRS Gold award, Eco Schools 8th Green Flag, School of Sanctuary, Digital School awards.
- Achieve European Digital Schools award, Bronze Emotion Works award, and Scottish Book Trust Reading Schools status.
- Share our policies with parents/carers and partners to illustrate UNCRC within each. Provide further information/Family Learning Opportunity event/workshop to update and inform key stakeholders that The United Nations Convention on the Rights of the Child (UNCRC) was incorporated into Scots law on July 16, 2024, through the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024, and what this looks like for our school. This makes Scotland the first devolved government to directly incorporate the UNCRC.
- Revise, revisit and refocus our use of Emotion Works as a strategy and resource from ELC – P7 to support consistent development and progression of the knowledge and skills for positive mental wellbeing, and self-regulation. Children will be able to identify with emotions and strategies to self-regulate for improved learning and achievement.
- Develop use of learning spaces in our outdoor and indoor environment.
- Organise nurture groups and wider achievement clubs e.g. lunchtime or after school clubs, for pupils to participate in and lead.
- Play – add to resources, organise loose parts materials, implement Play Charter.
- Recognise wider achievement through sharing from home and celebrating at school. Link to metaskills. Set up Google form or email link to collate responses to share at celebration assembly.
- Continue to be part of the movement for change for every implement actions to be a sustainable school setting and support Scotland's learning for sustainability action plan 2023 to 2030 "Target 2030: A movement for people, planet and prosperity.
- Cascade learning from Building Racial Literacy programmes to all staff to build increased racial literacy and awareness towards decolonising the curriculum and creating safer, braver learning spaces. Use our anti racism mentor to lead training for awareness and action.
- Maintain and monitor community engagement calendar to ensure a balance of experiences and opportunities are offered to all classes across ELC-P7. Link with metaskills for purpose and evaluation.
- Diversify partnerships with community links, building on the range of cultural, religious and ethnic partnerships to diversify and expand our cultural reach and reflection in our community.
- Implement our partnership agreement template with community partners, and collate joint evaluation model based on the purpose, outcome, and inform next steps.
- Review our transitions at Early level for children moving to P1 and create an Early level shared baseline. Develop enhanced transition with other professionals and in house to manage and support those pupils with ASN and their family.
- Celebrate the history, culture & heritage of learning and school campus for our Lochardil Primary's 60th Birthday/ Diamond Anniversary, and connect with our local community and Lochardil diaspora.

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Respect

Pride

Responsibility

Confidence

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Link to SIP project	Intervention	Data Summary Against Targets	Impact & Progress Summary
2	<p>Track pupil participation and engagement in wider learning for HWB coverage & PEF support.</p> <p>PSA run lunchtime and during class time Nurture groups – focus on using basic literacy and numeracy skills practically, and HWB with a focus on self-regulation and awareness of emotions, to support increasing confidence, extended periods of focus on task, and fun learning through play/ practical experiences.</p>	<p>Pupil voice within school was strong to suggest clubs they wanted to have access to.</p> <p>100% of pupils enjoyed attending a lunchtime club of their choice. Almost all pupils wellbeing wheels showed increased scores across each SHANARRI indicator.</p> <p>Groups achievements were captured and shared visually on display boards and Book Creator digital books to celebrate success and build on positive experiences for next session.</p>	<p>Nurture groups run by PSAs and PT provided small group intensive interactions for almost all pupils identified for additional support through PEF.</p> <p>Lego/construction (KAPLA) group – composed of 40% children identified as PEF support. All built resilience, teamwork and self-regulation skills. Cooking group developed life skills, confidence and self-esteem for those 27% of pupils that made up the group. Targeted Intervention Focus, confidence, building basic maths skills, exploring senses, life skills and team building).</p> <p>Clarity forest walks as a junior leader activity with ELC supported 1 of the pupils requiring support, raised self confidence, worth and self-esteem while building leadership skills, and promoting positive mental health. All evidenced in floorbooks and wall displays to exemplify student generated ideas, choice and voice, relationships.</p> <p>Learn to Ride initiative supported many pupils to learn to ride a bike – run by volunteers and led by our PT. This was very successful both supporting children to ride a bike and support parents/carers that had never been successful with this for their children. Confidence increased in all pupils, and supported those to then progress and participate in Bikeability at P6 level.</p> <p>Lunchtime groups were created to maximise use of time. The success encouraged demand for wider learning engagement by others, so the offer was extended. Observed calm and rights respecting culture can be felt. Pupils voiced they felt heard and valued.</p>
3	<p>Introduce and run Seasons for Growth 8 sessions with identified pupils from targeted year group e.g. P4 & P5, at level 2.</p>	<p>¼ of pupils have been successful.</p> <p>The other ¾ children will be offered the opportunity next session.</p>	<p>Only 1 pupil out of the 4 initially identified participated in the group due to delay to secure a companion to enable the Season’s programme to take place. This was out with our control despite having all plans in place. Due to lack of capacity fellow professionals from other services were unable to offer support until term 4.</p> <p>The single pupil that completed the programme was successful. Counselling will be offered as a continuation for the learning.</p> <p>Time intensive programme with positive HWB targets met.</p>
2	<p>Precision teaching strategies to be used using</p>	<p>SOFA diagnostic information- CTs upskilled</p>	<p>2x PSA’s totalling 21 hrs per week were employed. Due to personal circumstances 1 left the HC</p>

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Responsibility

Confidence

	<p>resources from the Literacy Toolbox on Literacy Blog, to target areas identified through the age appropriate SOFA assessments results i.e. phonological awareness, early writing skills, number bonds, and home learning support.</p> <p>Use of the new phonic decodable reader books/online materials for encoding and decoding strategies to be practised regularly.</p> <p>4 x 15 minute daily sessions.</p>	<p>to interpret and use this info.</p> <p>Fluency reading age assessments completed for some.</p> <p>Emerging Literacy baselines for P1s in place.</p> <p>Phonic trackers show consistent improvement for all pupils identified. Some have progressed and achieved much faster than others.</p>	<p>employment. This gap in service was filled partially by a class teacher employed as ASN support with a PEF focus. Such highly planned interventions showed positive results in achievement for all with 2/3 on track with learning.</p> <p>Using short burst daily support regularly supported the children to improve confidence and skills where almost all achieved Early level in P1. Short, regular reinforced learning was key.</p> <p>PSAs led Literacy focused groups on phonics blending, encoding and decoding, precision teaching, and scaffolding writing content. This supported children to progress. 1 pupil was identified to have DLD through the targeted intervention support and lack of progress to achieve as per age and stage. SALT activities were accessed and implemented to make support bespoke to the needs of the learner.</p> <p>Books were purchased however not implemented until Term 4. Reading and books will be implemented during term 1 next session. Those identified for targeted support using the phonic readers will begin in new year/class.</p> <p>Also, the focus deviated slightly to incorporate targeted intervention support for our P4 identified pupils as not on track to achieve or borderline, due to class teacher absence and lack of continuity of securing supply. This had a significant impact on data achievement of a level by improving ACEL data significantly from Nov '23 data predictions to actual data in May '24.</p>
1	<p>Survey pupil voice on attitudes to writing to identify strengths and areas for improvement.</p> <p>Use HGIOURS core questions from Theme 2 Our learning and teaching.</p> <p>PSA 4x daily sessions/10mins – SODA/soft start focusing on writing skills identified through ACEL/SOFA/TfW cold tasks.</p> <p>PSA 3x per week Toe by Toe where identified.</p>		<p>Use of ASN resources e.g. Toe by toe for persistent literacy difficulties support positive practice and habit forming.</p> <p>Survey was not complete due to shift in focus for SLT i.e. PT was seconded by HC to be acting HT in another school. This meant our DHT had to take on the lead role for ELC leaving writing focus with a gap.</p> <p>Our other PT filled this gap by supporting teacher improvement and confidence raising in moderation and understanding of the Benchmarks. This supported daily practise of writing and writing tools.</p>
1	<p>The children identified will join their own group within their own individual classes. The class teacher will plan targeted interventions using the teaching sprints methodology to target gaps in reading skills i.e.</p>	<p>All Nessy and Lexia licences in use and regularly individuals achieve their certificates.</p> <p>Data tracking meetings have positively held all staff accountable to data shared and improvement on such.</p>	<p>Almost all children have a positive attitude to literacy tasks. They were excited and enthused to complete the repetitive learning to achieve success of retention of sounds/common words.</p> <p>All PSAs consistent to support the children through a progression of sounds to access text and feel a sense of mindset.</p>

Love

Respect

Pride

Responsibility

Confidence

	<p>mechanics of reading, for improvement.</p> <p>Identified pupils per class, as above, will use online commercial reading support tools Nessy for P2-P4, & Lexia for P5-P7 pupils, as purchased with previous PEF money last year.</p> <p>Support tools for parents/carers to use the resource at home – info evening/ online support</p>		<p>Lexia and Nessy online programmes continue to be highly beneficial to those that engage regularly at home and school. A number of children have had to be supported to improve their usage and engagement at home. CTs have engaged more often with the feedback and data produced by the resources to target improvements/interventions. These have been personalised and tailored to support individual/small group improvement.</p> <p>We need to consider creative ideas for securing support with general learning and reinforcement of basic literacy and numeracy concepts.</p> <p>Our new page on the Blog has been developed to provide practical examples of How to Support Your Child at Home. Some class teachers personalised core learning resources to support the children’s individual need.</p> <p>1/3 of the group of identified users still require additional support to achieve and attain as age and stage.</p>
3	<ul style="list-style-type: none"> • Art Therapy sessions funded by MFR Cash for Kids (transport – taxi subsidised by PEF) 	<ul style="list-style-type: none"> • 14 children successfully achieved their certificate of completion. • All children attending participated and enjoyed. 	<ul style="list-style-type: none"> • All allocated spaces were successfully filled and a waiting list ready. • Due to increase in taxi fares and reduced number of PEF identified pupils attending as they are only allowed to partake for one block of sessions, we started to charge parents for a contribution towards the taxi fare each week to support costs for others attending. • All children positively engaged to complete the course of sessions. All pupils have transferred their new skills and applied such back in the school building. • All pupils talking and listening skills have improved with all now achieving ACEL as per age and stage. • Building capacity of the PSA observing the skills from the art therapist, benefited many pupils from across the school P1-P3 and P4-P7, when the PSA was able to run a weekly art club at lunchtime. This support nurture, social skills, increased confidence, a self-peace, and an emotional outlet for many. Plus expressive arts skills developed and celebrated.

Wider achievements Coileanaidhean nas fharsaingne

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Responsibility

Confidence

- Sustained our reaccredited Gold Rights Respecting Schools status, School of Sanctuary status, and Digital Schools awards.
- Achieved and sustained 7th Green Eco Schools flag awarded, June 2023.
- Achieved SportScotland Gold Sport Award June 2024
- Winners of the Baillie Cup (Athletics) June 2024
- Runners up in Interschool Sports & individual medal winners May 2024
- Individual winners at Cross Country events including the McRobert Cup for P4-P7 pupils February 2024
- Increased provision of after school clubs e.g. netball, badminton, football, volleyball, basketball, Glee (music & drama) supported by Highlife Highland active schools co-ordinator, staff, parents and former pupils.
- Annual representation and participation from our House Captains and Vice House Captains in the Kirking of the Council (over 400 year old tradition in the Highlands)
- P7 pupils that participated in the annual residential trip achieved their National Outdoor Learning Award. May 2024
- P7 pupils represented us at the Rotary Quiz.
- P4 pupils achieved the National Outdoor Learning Award after the completion of the Little Saplings project through Wild Things. This is an environmental educational health and wellbeing programme for primary children, designed to embed the mutual benefits of conservation, mental health, and physical activity.
- Class visits/trips over the year have widened pupils experiences positively.
- Fundraising support for local and national charities i.e. Highland Hospice, MFR Cash for Kids, Blythswood Shoe Box Appeal, Comic Relief, and other individual causes such as Race for Life (Breast Cancer) & Wild Things (Environmental).
- Participation, celebration and observation of special National and global days of awareness, and focus days.
- Whole school participation from ELC – P7 in our Learning for Sustainability active citizenship themes. Local and global action making positive impact led by our young people.
- Partnerships have been rebuilt across the school with e.g. local Care Homes including Cameron House and Culduthel Care Home, and local businesses/partners/community links e.g. HOW (Highland One World DEC), UHI, ICT FC, Stem hub, World of Work, Heartstone Cura Guardian, Canals Scotland, Scottish Opera, Scottish Ballet, and new links formed with many HWB themed contacts (see list from HWB event).
- P5 & P6 participation in and partnership working with Scottish Opera culminating in a number of performances.
- P7 classes and selected pupils participated in a dance workshop and performance with Sita Kumari, Heartstone, to showcase themes of learning for sustainability equality and diversity through the expressive arts form of music and dance.
- JRSO have led improvements within the local area to support safer routes to schools and ensure traffic calming systems are in place, and support permanent improvements with parking on Morven Road.
- JRSO created and produced commercial banners with input from the whole school, now displayed outside the school gates and positively received.
- Our school had pupil representatives launch the Olympic Torch baton relay in May '24.
- Individual pupils and group music tuition weekly leading to school and community performances.
- Glee after school extra-curricular club have performed throughout the year.
- Infant Christmas Nativity was a celebration and opportunity for our local community and elders (including those from our local care home links, local community members and generations of family members to feel part of our learning and school) and participate in the event.
- Head Teacher is an associate assessor with HMIE to complete school inspections across the country.
- Head Teacher is an invited guest on the national Learning for Sustainability curriculum review working group with Education Scotland.
- 2 members of SLT lead HC Learning for Sustainability working group.
- HT & DHT are members of the Education Scotland national Learning for Sustainability network.
- DHT has been appointed as an Education Scotland Anti-Racism Mentor.
- SEYP successfully completed Lead On 12.
- SEYP & DHT trained in Coaching & Reflecting.
- SEYP trained in Froebelian Approach.
- CT upskilled through CLPL in Deaf Awareness education.
- 2nd workplace 1st aider trained, PSA.
- Cohort of EYPs 1st aid trained.
- All Early level primary 1 and almost all First level primary 2 and primary 3 teachers attended a Play Scotland training session 'Developing Play in a Primary School'.

Love

Respect

Pride

Responsibility

Confidence

- Parent Council continues to be very well led with a steady attendance and many wider members participating at various times. Fundraising discos, Christmas hampers, and participation in any open sessions/school events ensure they are visible and active. Matched funding for new school sports tracksuits were purchased and will be very well received.
- Family Learning Opportunity - HWB evening event in collaboration with multiple local businesses, partners and other HC colleagues was a huge success and very well attended. Created using feedback from our experiences, parents/carers, pupils and partners, this was a very positive pro-active way to engage and build positive relationships and networks for longer term emotional, mental and physical wellbeing.
- Curricular themed workshops e.g. RSHP, HWB and Digital Safety.
- Sharing of wider achievements during weekly assembly with a focused Celebration Assembly once a month where all achievements are celebrated and Star of the Month per class are presented with a certificate. Every classroom features a WOW wall where individual or collective achievements are celebrated. These are also shared on the class Google Classroom and school Blog/X.
- Whole school annual picnic, and ELC held an additional picnic stay & play session for parents/wider family members to join after school sports this year.
- Successful transitions from ELC to P1, P7-S1, across each class, and from outside provisions to our school. Transition programme in place and enhanced transition programmes supportive.

Comments from learners, families, stakeholders and staff

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

Every term we consistently receive and review feedback from parents/carers through exit polls at open events. We also use comments made at spotlight events, celebrations, and day to day. We very much value partnership working and use feedback to enhance and improve our education provision.

Pupil voice is key to our improvement and our entire reason for being.

We capture almost all stakeholders voice through digital and physical means, and use a 'You Said, We Did' format for sharing findings, or poster summaries (all available on request).

Learners

Pupil voice is woven throughout our school and campus and can be viewed on our Blog, Google Classrooms, displays, policies, classrooms, and by talking directly to the children. Learners contribute individually or collectively, through class, focus or leadership groups, or with the peer/staff directly. Some comments captured include -

I feel so proud to be a Lochardil pupil and when I compete in the cross country, Interschool Sports, and football, I love seeing everyone cheering each other on.

I love Baillie Cup. Winning it felt amazing! It's so much fun and we get to cheer each other on and meet all the other schools too.

Our school is the best! Friends in my street ask if they can come to our school. Can we let them?

I am still learning to write words and make sounds, I am only 5!

I want to get better at doing outlines in illustrations. In writing I want to get better at poems. I want to read more books.

I really like maths because sometimes it gets tricky when I don't understand it but when I do it's so easy and makes me feel proud of my work.

I love maths because I like to work it out in my head and I'm good at it.

I like maths because when its outdoor games it's fun but when it's not games I hate it.

P7 leaver – I find it tricky to say what Lochardil means to me, it is me! I don't want to think about not being here anymore but I'm excited about going to the IRA after summer. I'll be back to visit and I can't wait to tell you how well I get on. My heart will always be purple!

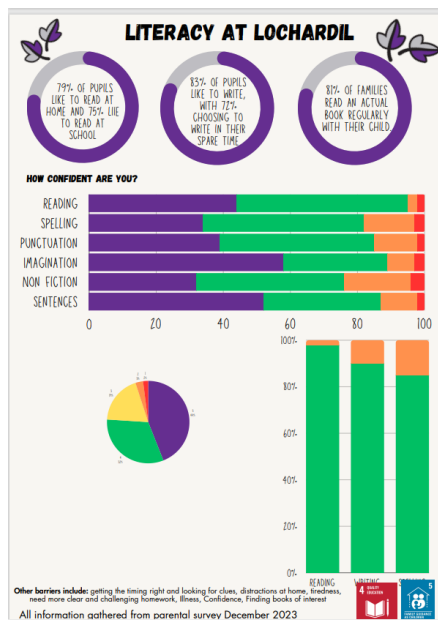
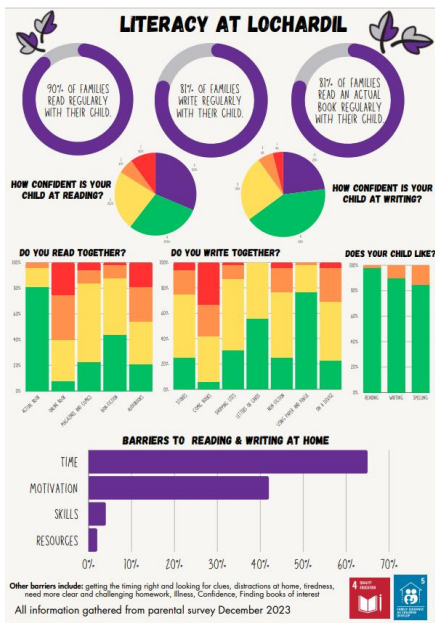
Love

Respect

Pride

Responsibility

Confidence



COMICS

CAPITAL LETTERS, PUNCTUATION

FACT BOOKS. I WANT TO GET BETTER AT WRITING FACTS

COMMENTS - WHAT WOULD YOU LIKE TO GET BETTER AT, OR WHAT TYPES OF THINGS WOULD YOU LIKE TO READ OR WRITE MORE OF?

- GET FASTER AT WRITING
- GET BETTER AT FULL STOPS AND WOULD LIKE TO READ MORE ABOUT ANIMALS
- READ MORE TOM GATES, MARCUS RASHFORD, DAVID WILLIAMS, JACQUELINE WILSON, BOOKS ABOUT HORSES, UNICORNS, MINECRAFT, MONKEYS, TITANIC, DIARY OF A WIMPY KID, PLAYS, COMICS, INSECTS, OWLS
- EPIC BOOKS (CLICK FOR LINK)
- LETTER FORMATION AND HANDWRITING
- MORE FREE WRITING

READING OUT RECIPES WHEN WE'RE COOKING AND LEARNING, MAKING DIFFERENT JOTTERS FOR DIFFERENT PURPOSES EG STORY BOOK AND DIARY, SEEING ME WRITE IN MY JOURNALS REGULARLY.

@LOCHARDILPS

Parents/carers/family

Thank you for a lovely open morning. So nice to see the classroom and all the learning which my little boy shares with us at home. He just loves school and always has lots of positive things to say and share!

I have put don't know for addressing concerns as I have never had to raise any! I am very happy with everything and child x is thriving and learning well at Lochardil.

Seeing all the children was a real highlight of our visit. So happy to see child x interacting with the staff and all his friends around him.

The parent meetings with staff are really helpful, it was so good to be able to hear the areas our daughter is doing well in and where the next steps for progression are. Also just a relaxed opportunity to discuss her year and friendships in more detail. We both really valued this time, thank you!

Yes it was very informative. Teacher clearly knows and understands my child. Teacher took the time to listen to us and answer questions.

It was great to hear about child x learning and that she is so happy and settled in her class. Mrs x knows her very well and she loves being in her class. Her reading, in particular, has shown a huge improvement this year. Thank you.

After a very unsettling start to class x due to staffing issues i.e. illness, supply teachers and changeover to new teachers, we found it was helpful to sit down and chat about our daughter's progress. We feel now we have permanent teachers in place there is a lot more stability and our daughters learning has improved massively.

Definitely. It was great to speak to both teachers. It was really clear where my son is with his learning and what his next steps are. We also spoke about how we can support at home. Thank you for your time!

Was great to meet with both of child x teachers and to hear how well he is doing. Very grateful for the wonderful education he's getting at Lochardil. Thank you so much!

The joy on my granddaughter's face in nursery when she saw me in her school was a highlight of the visit.

My child is so new to the school, meeting both teachers was great and to find out how he is getting on, both in terms of capability and settling in wise was very reassuring.

Amazingly supportive ELC staff. I have seen my daughter come on leaps and bounds since starting at Lochardil and wouldn't want her to go anywhere else.

Love

Respect

Pride

Responsibility

Confidence

The knowledge and skills the children showed when sharing their political parties work was impressive!

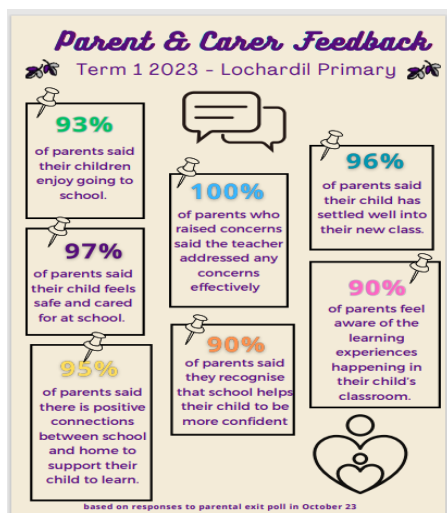
I feel so grateful that my child x and I have been lucky to have you all as our Lochardil family, I just don't know what I'll do without you. You have helped me make positive decisions even when no one else would listen or see me. I feel so proud of child x and even myself for getting us where we are now with the help of all the staff. I can't believe she's doing so well I hope it keeps up! Thank you.

All the children here are amazing! Their LfS action for change has been inspiring and made me think about what I can do myself as an adult to make changes to contribute to a better planet. Very thought provoking.

There is a respectful ethos within the school and this is felt in our community too whether it is at football training or tournaments, or listening to the children play at the tree after school.

I can see Lochardil supporting my child and others to be agents of change for a better future. Experiencing the Learning for Sustainability whole school exhibition illustrates the pupil's taking responsibility for the future of the planet and practically how they are creating sustainable change as part of their education.

When we are invited in to class to see and join the learning as parents, I see happy, engaged children having fun. They are so enthusiastic and eager to share what they have learned.



RSHP Parent Evening Feedback: 100% of parents/carers that attended the workshop on relationships, sexual health and parenthood found the consultation and information helpful.

HWB event: 100% of all stakeholders that attended found the event informative, engaging and worthwhile.

Partners

Thanks for asking me along to the HWB event to share my business. It was so busy! Really worthwhile, what a special school. I would love to come back to the next one.

I have been surprised this evening by how confident and competent the young people are in being able to express themselves and have conversations about such sensitive subjects. Great ambassadors for the school.

What an incredible opportunity to speak directly to the young people and families. To be proactively involved with raising awareness of what our charity does but also how we can be of support to provide a safe & confidential place to talk and be listened to about any issues that are causing you difficulties, distress or impacting your mental health. They loved the freebies too!

Love

Respect

Pride

Responsibility

Confidence

What a fantastic way to bring all these different and individual groups together all for the same goal to benefit the children and families. Coming from Highland financial services it can be very challenging to reach out to this demographic, so this event has helped to break down barriers and get folk talking.

Thank you for connecting with us and seeing the value in what we can offer through our football academy. The kids have been incredible tonight and what a learning experience it has been for our young coaches supporting the families, networking with the other contributors around the room, having fun, to collectively support positive mental and physical wellbeing of the children.



The school is such a strong hub of the community and we love to welcome them all to join us for worship each term and also visit the school, but also as a support network working together to make things better in our area. We really value our relationship.

It was lovely to spend time around the school and see what super spaces there are within the grounds for the children to enjoy. They are very proud of what they have and their wild flower garden! Exciting changes and improvements coming up too. Look forward to seeing them all.

Staff

We have regular self-evaluation throughout the year on all areas of school improvement. We use staff voice sheets accessible to all to contribute prior to every staff meeting and training day. Content informs planning of such and drives forward improvement while finding solutions to any ongoing day to day queries or information. We also use digital tools e.g. Menti, Jamboard, Google Classroom, and QR codes to gather voice throughout (can be accessed on request).

Staff work closely together with very good relationships.

“Being able to meet in person and discuss with teachers from other schools is great as it’s good to hear others experiences and know we are not alone.”

“Working together collaboratively towards the same shared goal is so valuable.”

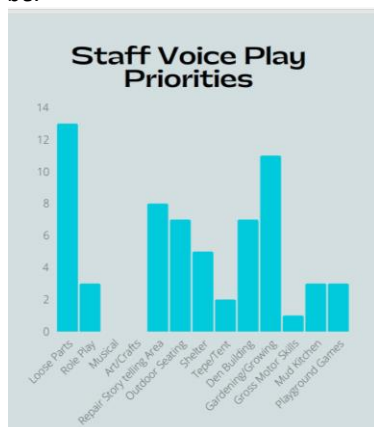
“What fun! Look forward to our inset days to get involved and know there will be something practical to use in the class too.”

“I loved the sound bath session. I felt so at peace and would love to develop this further. Very grounding and important to know we are valued.”

“Time to talk with others from the same stage but a different school is really helpful to share ideas.”

“I love the culture and the leadership in this school, it’s inspiring. The children are a joy! The job remit doesn’t match the reality which is hard.”

“I feel very comfortable to put forward ideas or ask for things as we are all working together to make our school the best it can be.”



Capacity for continuous improvement

Love

Respect

Pride

Responsibility

Confidence

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

- **Curriculum** High Quality Learning & Teaching pedagogy to improve Pace & Challenge for all learners. Implementing play pedagogy indoors and outdoors to support improved learner attainment and achievement. Raising attainment in -
 - Literacy i.e. Writing – improvement in writing stamina, increased focus on tools for writing, and length of content to increase achievement and attainment at Early and First Level and across the school.
 - Numeracy – basic number facts and fractions.
- **Culture & Campus** People at the Heart – Continue to use Pupil Voice & Participation with Learning for Sustainability at the centre. Model a Sustainable Learning Schools setting with children's rights at the centre. Implementing all our award feedback in order to sustain and maintain our awards across the various categories.
Revisit our focus on Emotional & Mental Wellbeing, to meet the needs of all learners.
Develop our learning environments including indoors and outdoors.
- **Community** Sharing Good Practice across the IRA ASG to improve outcomes for all learners through shared high standards and expectations, and greater consistency across all levels.

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 www.lochardilprimary.org.uk or by contacting the school office.

Love

Respect

Pride

Responsibility

Confidence