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| Lismore Primary School |



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| Context of the school |
| *Including some or all of the following:*   * *basic school details (roll, class composition etc.)* * *school vision, value and aims;* * *local contextual issues;* * *factors affecting progress (e.g. staffing changes/issues).* |
| Lismore Primary School (LPS) is a non-denominational, co-educational school serving the Isle of Lismore in the Inner Hebrides near Oban. The Isle of Lismore is a very small, low lying island around 10 miles long and 1 mile wide. Lismore, or Lios Mor in Gaelic, means the ‘Great Garden’ due to its extremely fertile land. Due to its location, Lismore has played an important role in the history of the West Highlands and Islands and has an ancient and unbroken tradition of Gaelic Culture with a remarkable variety of historical monuments. The population of Lismore is around 170, as such there is a strong sense of community on the island. The main sources of employment on the island are tourism, farming and fishing.  Lismore Primary School consists of one nursery class and one Primary class. There are a total of 10 children. There are two Pre 5 children who are both in their first year of nursery. In the primary school class there are 3 P2’s, 1 P4, 1 P5, 1 P6 and 2 P7’s with a total of 8.  **Lismore Primary School’s Vision, Values and Aims** (these were reviewed 2021/22)  Vision: For all at Lismore Primary School to be happy, safe and learning; to adopt a growth mindset and be provided with opportunities to be the best that they can be now and in the future.  **Kindness Respect Honesty Equity Compassion** |
| Lismore Primary aims to;   * Provide choice, challenge and play to enable children to learn through enquiry and have access to uncapped learning. * Encourage a growth mind set through setting achievable targets, celebrating success and embracing mistakes as opportunities to learn. * Develop kindness through an ethos of mutual respect. * Enable appreciation of our local community, diversity and the wider world. * Create a calm, purposeful and fun learning environment in which children feel safe, happy and ready to learn. * Celebrate and embrace difference and cultural diversity. * Promote resilience and skills for life, learning and work.   We have a deep understanding of each child and their individual needs. We draw out particular skills and can identify areas for development. Learning and teaching is tailored to the needs of each pupil and all plans begin with the children in front of us. We use floor books to encourage the children to be an integral part of the planning and reflecting process and ensure we then use this pupil voice to inform what’s next. The school is bright and cheerful inside and together with the grounds creates a wealth of possibilities for learning. We seek to foster lively and enquiring minds and believe children should find learning enjoyable, worthwhile and challenging. We have the highest expectations for our young learners. They are always encouraged to do their best and to take pride in everything they do. The children are involved in planning their learning, setting their own targets and assessing progress made. Staff, parents and friends also have the opportunity to make suggestions and put forward ideas for learning opportunities.  In 2023 an Executive Headteacher was appointed to cover the strategic leadership of the school due to the maternity leave of our Head Teacher. The class teacher was appointed to Principal Teacher during this period and is managing the day to day running of the school. The children have adapted well to this change as they were already very familiar with the Principal Teacher and have built a close relationship with them. We welcomed back our NQT from maternity leave on a part time basis.  Our nursery was closed for the school session 21-22, due to having no intake of pre-5 children, and reopened in August 2022. A new CCEW was appointed to work part time alongside our existing CCEW. In December 2022 our existing CCEW took maternity leave and our part time CCEW took on a full time role. This arrangement minimised disruption for our children by providing them with continuity. |

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| **Measure- Attendance Lismore Primary** | **19/20** | **20/21** | **21/22** |
| Attendance (% of School Roll) | 94.59% | 93.92% | 91.75% |
| Authorised absence (% of School Roll) | 5.03% | 5.68% | 6.28% |
| Unauthorised absence (% of School Roll) | 0.38% | 0.40% | 1.97% |

There were no exclusions at LPS

While there has been a slight increase in the absence rate the school is aware of the reasons and continues to manage and promote good attendance.

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| Review of SIP | Priority 1  **Develop opportunities for outdoor learning**   * Take learning outside daily * Develop our understanding of our emotions and develop thinking skills * Develop an outdoor learning programme |
| **Progress and Impact:** |
| **Progress:** At the end of last session we identified outdoor learning as an area of development. Due to its rural location, Lismore Primary has a wealth of learning opportunities on its doorstep. We are very fortunate to have access to a shore, woodland and farmland within a short walking distance. It was a priority this year to make the best use of these invaluable natural resources.  Throughout the year we have had a weekly gardening group for all children in the school and ELC. We contracted a member of the community to lead these sessions and to clean up our pond area. The children enjoyed watching the plants they had planted grow and we made cross curricular links by measuring their growth rate and recording this data in various formats. The pond area we have is a fantastic resource but has become overgrown and unfit for use. Rosemary has been tidying this area up and we will soon be able to use the pond as part of our outdoor learning programme.  In term one and two we had an outdoor afternoon every week. From term 3 onwards we built this up to a full outdoor learning day each week. All lessons took place outside on this day unless the weather was extreme. Although hesitant at first, our children have enjoyed the challenge of learning outside for a full day. They have quickly adapted to new routines and have themselves offered creative solutions to barriers of working outside. Teaching outside all day has challenged teachers to be creative and innovative with their lesson planning. As a result the children have experienced enjoyable, challenging and progressive learning outside.  An outdoor learning planner was established in term one. This ensured progression and skill development throughout the year. An outdoor learning section was added to most curricular areas in the forward planner. This meant that teachers thought about how their teaching could be adapted to the outdoors. Both teachers were very enthusiastic about outdoor learning and their enthusiasm showed in their lessons and the children’s attitudes.  Every term this year we have hosted an outdoor expedition afternoon where parents were invited to join their children for an afternoon of outdoor learning and development. Each session an adult attendee from each family and focussed on a different area of outdoor learning. For one of the sessions the parents and children were asked to participate in planning for improvement of our outdoor environment. They were asked to design their dream playground and could choose some items from catalogues to order for our outdoor space. This gave families and children a sense of ownership of their school and showed them that we, as a school, value their opinions and contributions. Pupil Voice was integral to the planning and evaluation process of the outdoor expedition afternoons by completing floorbooks with all children.  In term two we arranged a whole school trip to Dunollie Castle for a ‘Bug Hunt’ activity. ELC staff attended an outdoor development course in term two. This resulted in them being able to confidently and effectively implement outdoor learning practices in the ELC. The Pre-5 children spend at least 50% of their time outdoors. Engaging in continuous provision and provocations set up by adults, exploring the forest area behind our school or going for walks around the island.  In term three we were fortunate to receive funding from the Strategic Equality fund. A portion of this fund was spent on outdoor learning experiences for the children. They took part in cannoning, rock climbing and bush craft skills day. These activity days provided the children with experiences they would not have had without the funding. Living on an island can limit the extracurricular activities available to children as ferry travel can make getting on and off the island difficult and time consuming. Our children relished the opportunity to try different activities and some indicated an interest in pursuing a sport further. Parents expressed gratitude for the fantastic experiences that we provided for their children.  Our outdoor environment has greatly improved. Our new ELC playground design includes a new role play structure, a climbing frame, a mud kitchen, water exploration area, soft floor covering and an awning to create a dry entry area and a covered space outside. This will result in our Pre- 5 children engaging more with the outdoor space.  **Impact: We have observed an improvement in our learner’s concentration, motivation and mental wellbeing during our push for outdoor learning. Through learning conversations all children have commented on how much they enjoy learning outside and how they feel happier being outside because of the fresh air, beautiful views and the sounds of wildlife around them. Their physical health has benefited by the increase in time outdoors and increased physical activity, this was shown through a measured increase in children’s fitness from a base-line measure. Teachers have observed that the class feels more relaxed and settled since we have been spending more time outdoors. All parents were consulted and we received feedback commenting that the outdoor activity days have benefited their children’s engagement with school and their relationships with their teachers. Another comment referenced their child’s improved resilience and teamwork skills.**  **Our nursery children have greatly benefited from their enhanced outdoor space. Staff have observed that children are much keener to spend time outdoors instead of inside. Their physical health and development has improved from exploring the outdoor area and daily walks, which children are now able to complete in a faster time. They are making connections with nature and learning to love and respect the natural environment around them.** |
| **Next Steps:**  Continue to take learning outside every day and one full day outdoors. |

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| Review of SIP | Priority 2  Develop 1 +2 Languages |
| **Progress and Impact:** |
| **Progress**  Development of 1 +2 languages was identified as an area of development. In Lismore Primary School we teach French and Gaelic as our additional languages. Although we are an English Medium school, the Gaelic language has deep roots in Lismore’s history and the preservation and positive promotion of the language is very important to our community. This is reflected in our attitude towards Gaelic as a school. The use of additional languages has been embedded into the daily life of the school. All children are greeted with ‘madainn mhath’ in the morning and ‘feasgar math’ at the end of the day. Classroom instructions are routinely given in French and children answer questions in French or Gaelic as ‘exist questions’ when moving around the school. There is a French display in the classroom with key phrases and vocabulary which is regularly used as a working wall and a Gaelic vocabulary display in the corridor which is used regularly during Gaelic lessons. Around the school there is often a Gaelic translation under English displays or signs.  The Primary School engages in weekly Gaelic lessons as well as hearing everyday Gaelic phrases around the school. Using the A&B Gaelic L2 Progression Framework to guide planning allows teachers to ensure progression of learning through the year. Both teacher and member of SMT have attended a Gaelic Speaking CLPL which improved their confidence for speaking and teaching Gaelic.  LPS understands and promotes that Early Years Provision is an important part of the development of additional languages. The earlier a child is exposed to Gaelic, the more likely it is that they will then go on to recognise Gaelic as an integral part of their identity, which will hopefully foster a strong commitment to maintaining fluency and proficiency in it. The Pre 5’s have benefited from having a Gaelic speaking classroom assistant and participating in a weekly, virtual Gaelic Bookbug session. The Pre 5 children are confident with counting to 5/10 in Gaelic and know some Gaelic nursery rhymes. In term 2 two members of our ELC staff attended a Gaelic speaking course to support their implementation of Gaelic as an additional language in the ELC.  We had arranged for a local musician to teach the children Gaelic songs in term 3. Unfortunately, she was unable to uphold this commitment and the lessons were cancelled but we did some Gaelic singing as a whole school instead. In term 3 and 4 we were fortunate to receive fiddle tuition from a local musician. They have been learning traditional folk songs, some of which have Gaelic lyrics. At the end of the fiddle lesson block the primary school children attended the Benedetti Trust Residency at Oban High School. Playing as part of an orchestra was a fantastic experience for our children and one they are unlikely to forget.  We celebrated World languages week in term 2. Each day focused on a different culture and language themed around a Disney film. Our children enjoyed discovering different languages that they might not have heard of before. This developed an awareness and respect for other cultures as well as increasing children’s vocabulary in additional languages.  In term 4 we teamed up with Rockfield Primary School’s Gaelic unit. They visited Lismore for the day and we all took part in an island wide treasure hunt. The lower primary and our ELC children participated in a Gaelic Bookbug session. This gave our children an immersive Gaelic experience and allowed them to use the Gaelic vocabulary they have been learning in real peer to peer conversations. This was an effective and contextual way to assess the children’s progression of Gaelic language.  To guide planning for French LPS uses Argyll and Bute French Key Language Progression Framework. This ensures there is progression and skill development from P1-P7. To develop the children’s skills in French they have had a daily short burst of French activity. At LSP we have found that daily French input has been more effective than a longer, weekly session. Primary 4-7 participated in a 10 week block of virtual French lessons for p4-7 in term 3. These French lessons also served as CLPL for the teacher.  **Impact**  **All of our children have made improvements in their talking and listening skills in additional languages. Staff are delivering both French and Gaelic lessons consistently and confidently. Gaelic phrases and words have become part of our daily language in the school and the ELC. Gaelic language is positively promoted throughout the school.**  **Almost all children have progressed as expected through the progression framework planners.** |
| **Next Steps:** |
| Assess children at the beginning of the next session to determine where they are with their understanding of French and Gaelic using the A&B Key Language Progression Framework.  Progression will be monitored on an on-going basis and assessed against the initial assessment in term 4.  Liaise with Appin Primary to arrange an immersive Gaelic visit. |

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| Review of SIP | Priority 3  Embed digital learning across curriculum |
| **Progress and Impact:** |
| LPS identified the need to embed digital learning across the curriculum as a priority at the end of last session. It is important in our challenging world for children to be digitally literate as this is a necessary skill for work and life.  To improve the digital literacy of our pupils we undertook the following measures:   * Used Digital Skills Progression Framework to plan for progression throughout the session. * We have had a weekly digital skills group across the whole school. These groups focused on basic digital skills as well as computer programming skills through video game creation. * We have used digital technology across all areas of the curriculum. Links to digital learning are evident in forward planners across all curricular areas. * A digital skills survey was undertaken by all members of staff to assess current skill levels. * Capital was set aside for two new Ipads. * We received two promethean boards, one for the classroom and the other for the ELC. One member of staff attended training in order to make the best use out of this fantastic resource. * In term 4 the primary school children contributed to updating the school website and writing blogs about their learning. * Children contribute to the creation and editing of our weekly video blog which is shared with our families. * Weekly staff meetings in the ELC are now supported by the use of digital technology, live sharing of documentation and live meetings of other practitioners. * Staff have undertaken personal CLPL to support the use of Clicker 8 in literacy lessons. * Our internet network has been boosted. * Sumdog is used to support numeracy and mental agility. * In the Primary school the children have been recording their own learning by uploading examples of learning to SeeSaw to share with families.   This year the Nursery embedded the use of Digital Technology within its curriculum, shifting from staff utilising it as a teaching tool to the children having ‘hands on experience’ and subsequently taking a lead role in their learning. The children have utilised iPads to take digital photographs recorded video footage for the Weekly Video Blog shared with all parents/carers. Additionally the children have been utilising the new Nursery Active Promethean Board with increased confidence to create images, participate in digital mark making and accessing educational software utilising touch screen technology. The children also experienced Google Meets for the first time and were able to accept calls, engage in conversations and also end calls too. Staying safe online has also been a feature of the work in Nursery with information shared with our parents/carers too. We have tracked and monitored our children’s progress and it is clear that the impact of exposure to digital technology in this way has had a positive impact. Increased confidence in its use, sharing their skills with other children, showing others how to do something e.g. create a certain image, take a video and not a photograph are examples of impact.  **Impact** All of the children have improved digital skills as a result of this SIP priority. An element of digital learning is evident in almost all lessons. We have a laptop or Ipad for each child to use which has encouraged and facilitated the use of a digital element in almost all lessons. Our youngest learners are now able to log on to familiar programmes and apps independently, take pictures on the Ipads and take part in video conferencing. Word processing skills have been improved as a result of ‘publishing’ their extended writing pieces twice a term. Teachers have noticed a significant increase in engagement and enjoyment when digital learning is used throughout the curriculum. Our learners with dyslexia have benefited from the use of digital technologies in literacy lessons. They have used clicker 8 to assist them when completing extended writing projects. This has had a significant impact on their attitudes towards writing as they have more confidence in this skill and ability. The new Promethean boards have made teaching more dynamic and engaging. The nursery children have enjoyed using the Promethean boards for mark making and accessing education programmes utilising touch screen technology.  Using video conferencing has allowed staff to work in partnership with Tiree Primary school and Nursery to undertake CLPL together. It also ensures greater clarity and embeds a positive ethos across the management of the schools through weekly vc meetings. The weekly video blog which is co-created with the children and shared with our families, has given the children an ownership of their learning as well as improving their digital and presentation skills. |
| **Next Steps:**  We will continue to embed digital skills and planning format includes how technology will be used to develop skills and enhance teaching and learning.  Introduce SWAY to staff and pupils as a tool for creating PLP  Family learning opportunities for digital literacy. See School Improvement plan. |

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| 1.1 Attainment Data |
| Attainment of Literacy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend). |

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| 1.2 Attainment Data |
| Attainment of Numeracy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend). |

Due to the small size of our school attainment data is not publish as this could lead to an individual child being identified.

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| Wider achievements   * What opportunities for wider achievement were offered? * What systems are in place to track and monitor participation? * How have you addressed any gaps in participation? |
| **Outdoor Learning**- The children have enjoyed a wide variety of outdoor learning opportunities this session. They have had a rock climbing day, canoeing, a day trip to Fort William and a bush craft skills day.  **Gardening Group**- Every Thursday in term 4 the children have been working in the garden. They have planted flowers, fruits and vegetables. Additionally they have learnt how to compost and look after the soil. We harvest our produce and use them to cook in school.  **Digital Skills Group**- A weekly group to improve digital skills using the Digital Skills Progression Framework as a planning guide.  **Messy Pla**y: We have continued with our messy play sessions this year. Once a week the children play with hands on, sensory materials such as sand, water, play dough or can visit our sensory den area.  **Floor books**: On Tuesday mornings the children partake in a floor book group. Each week there is a different theme or question to explore- most often in relation to planning and reflecting on learning. This helps us maintain a strong sense of pupil voice and ensure learning and teaching is guided by the children.  **Fiddle Lessons**- In term 3 and 4 we were fortunate to receive fiddle tuition from a local musician. People from our local community donated fiddles in various sizes. This allowed each child to have their own fiddle to learn on and practise with.  **Burn’s Day-** We celebrated Burns day by learning different Burns poems and reciting them at a Burn supper with haggis, neeps, tatties, irn- bru and shortbread.  **World Languages Week-** In term 3 we celebrated World Language Week in the primary school by having a themed day each day of the week around a different country and language.  **Swimming-** We used part of the Strategic Equity Fund to purchase a 10 week block of swimming lessons in term 3 for our primary school children. This was hugely beneficial to our children as they spend so much time around water, living on an island. However, only 20% of them could swim at the beginning of the 10 weeks. Going to the swimming pool would be a full day excursion for families and after school swimming lessons are an impossibility due to ferry times. The children progressed well during the swimming lessons and by the end of the 10 weeks 70% of them were swimming confidently.  **Willow View Nursery**- Whilst the primary school children went for swimming lessons, the nursery attended Willow View Nursery in Oban every Wednesday for 10 weeks. This was a valuable opportunity for the two nursery children to mix with a larger group of children of the same age.  **Sports Day-** In term 4 we joined up with Strath of Appin and Barcaldine Primary Schools for our cluster sports day. This gave our children the opportunity to take part in competitive sport and socialise with other children.  **Local Environment Visits-** Both the nursery and the school have visited the Church, café and community centre to support social skills and develop a sense of community.  **Benedetti Residency -**In term 4 the primary school went to Oban High School to take part in the Benedetti Trust orchestra performance.  **Hebridean Whale and Dolphin Trust**- The primary school was visited by the HWD in term 3 to learn about the whales and dolphins that live around the Western Isles.  Unless otherwise stated, 100% of nursery and primary school children participated in the above activities. We are able to measure participation using attendance data. Being such a small school we can easily track participation. We track and monitor the success or otherwise of all wider achievement activities by means of pupil voice exercises, staff observation of impact on pupil wellbeing/confidence and relationships along with measuring impact on achievement and attainment. We utilise surveys, pupil voice discussions, the Leuven Scale of involvement, use of wellbeing webs, along with formal and informal observations/assessments. Observations and tracking shows that Wellbeing Wheels have moved to a higher rating for almost every child. The involvement scale has shown a higher level of involvement for almost every child and teacher observation suggests a greater sense of wellbeing for our children. |

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| Quality Indicator | How are we doing? | How do we know? (Evidence) | School Self-Evaluation (1-6) \* |
| 1.1  Self-Evaluation for Self-improvement | Senior leaders, working collegiality with Oban and Tiree senior leaders, ensure regular and effective quality assurance practice is in place following the HMIe guide to school improvement *How Good is our School 4* (HGIOS4)  All stakeholders (parents, pupils, staff, community links) are engaged in ongoing self-evaluation to support continuous school improvement  Nursery staff continuously evaluate in relation to HIGOS4  Pupil voice is incredibly important to us. Pupils are regularly asked for their thoughts and opinions on what they like/dislike and what their strengths and areas of development are. Feedback is used regularly for self-evaluation and improvement and the children’s achievements are continually celebrated.  All teaching staff have had regular meetings and lesson observations which has led to support high quality teaching and learning and opportunities for professional self-reflection.  We continually and robustly track learning and wider achievements, share experiences with families and celebrate our success. | The school’s quality assurance policy mirrors HGIOS4 to ensure effective good practice. Monthly RAG assessment of nursey progress with PT and Executive Head. Weekly meetings with practitioners and SMT  Stakeholder focus groups/questionnaires/etc. demonstrate feedback central to school improvement planning.  Record of nursery self-evaluation completed every term and discussed at weekly nursery meetings.  RAG Assessments are used at the end of each term to take account of the children’s views of their progress. Individual targets are set at the beginning of each term alongside the children for literacy and numeracy. These are then reviewed at the end of the term using a reflection template. Each week the PT works with the pupils to create a floor book page. This allows all learners to have a voice when planning and reflecting on their own learning. All children are involved in creating a weekly video blog to showcase their learning from the week.  Quality assurance calendar illustrates regular monitoring of teaching and learning. Minutes of professional discussions and PRD meetings demonstrate the links between planning-observation-reflection and action supported by identified professional learning. The PT has observed the NQT termly which led to a reflective conversation and agreed upon next steps.  See saw is used to track learning and share learning with families. The children update photos, videos, work etc. weekly- ensuring what is there is their choice. We have a children’s work wall which is reserved for the children to display work of their choice. They are asked to choose work they are proud of and explain why. Every week the PT creates a video blog to share learning and news with families. The children provide voice overs for the videos to explain the impact of their learning and experiences. | 4 good |
| 1.3  Leadership of Change  This QI also focuses on the following aspects of empowerment:   * curriculum; * improvement activities; * parental and community engagement; and * pupil participation. | **Professional engagement and collegiate working**  - An ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching and improved outcomes for our learners.  - There is evidence of strong leadership of learning at SMT level.  - We build and maintain constructive relationships, within our setting and beyond.  - All staff undertake leadership roles  - LPS has a collegiate learning culture demonstrated through, for example, collaborative coaching and peer learning, constructive feedback, professional dialogue and debate.  - All staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other.  **Children and young people leading learning**  LPS provided a wide range of opportunities and support to ensure our children can take responsibility for their own learning, successes and achievements.  Our children take part in learning conversations to discuss their learning pathways and next steps.  **Impact of career-long professional learning**  -All staff members regularly engage in career long- professional learning and develop enquiring and coherent approaches which build and sustain our practice.  -LPS staff plan and evaluate their professional learning directly on the quality of impact on learning and can evidence improvements for learners.  - We are proactive in extending and deepening our knowledge and understanding of curriculum areas to ensure our subject knowledge is up-to-date.  - We are continuing to further improve our approaches to digital learning and teaching. We develop and use knowledge from literature, research and policy sources to support the process of leading and developing learning.  -We work collaboratively to enhance teaching which leads to high-quality learning experiences for our children. LPS can evidence some of the impact our professional learning has had on our work and the progress, achievement and attainment of children over time. | All staff and wider stakeholders contribute to our school Improvement Plan yearly. This helps to sustain relationships within our setting and local community- stakeholders have commented on feeling their contributions are valued.  All children involved in eco- committee. Children ran their own audit, decided on areas for development and helped when planning activities to reach targets, reviewing targets and setting next steps.  All children involved in weekly groups, in which older children often take responsibility for leading. All children decide on activities for groups as a class ahead of time.  Children complete weekly floor books for planning and reviewing learning. The ideas shared here are always used to inform next steps for teaching and learning.  Class Teachers leading different aspects of improvement plan. CT 1 leading Talk for Writing development and CT 2 leading Gaelic development, alongside support from PT/HT.  Yearly collegiate calendar allows all staff across the setting to engage with CPD in line with our SIP and the ever changing needs of a school setting. Time is also built into the WTA for staff to explore their own professional development interests.  Positive feedback from staff during PRDs. Staff commented on feeling supported with CLPL and happy with improvements over the past year.  GTCS professional learning records for HT and PT/CT1 recently updated and submitted for review.  CT2 completing flexible probation year- professional dialogue/observations/records evidence beyond sufficient progress to meet standards for full registration. | 4 good |
| 2.3  Learning, teaching and assessment | **Learning and engagement**  The ethos and culture of LPS reflects a commitment to children’s rights and positive relationships. Our young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning. Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon.  **Quality of teaching**  Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies and outdoor learning. Our explanations and instructions are clear. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.  **Effective use of assessment**  *A*ssessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.  **Planning, tracking and monitoring** We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Our learners are fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners’ progress we have clear information on their attainment across all curriculum areas. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. | We use several tools to help keep engagement high for learning, reflecting and assessing: seesaw (to archive our experiences); floorbooks to plan and reflect; organised extra-curricular groups to allow learners to engage with a wide range of experiences (often of their own choosing) and built in choice within our lessons to ensure differentiation and challenge is just right for our learners.  Achievement of Curriculum for Excellence (CfE) Levels, 2022/2023 (ACEL Data)  VVA are followed by all across our setting. Children use our values to discuss expectations for ethos/behaviour. All staff and children ‘live’ our VVA daily- this is evident through conversations/observations. This has an impact on the ‘feel’ of the school- a warm, welcoming ethos underpinned by respect, compassion, equity, honesty and kindness.  Our children choose their own work to be displayed on their work wall- this ensures we get a sense of what success looks like to them- we can use this to guide next steps.  Assessments have included YARCs, GL assessments, Suffolk Reading assessments and SNSA (for P1, 4 and 7). We use these assessment tools 3 times a year to monitor and track progress.  Tracking materials developed last session have been continued to ensure each pupil has an individual tracker for literacy and numeracy. This continues to be mapped on to a 3 year overview tracker to ensure our experiences of the curriculum are varied and broad. EXBRA data is recorded 3 times per session to assist with in school tracking and share our attainment results with Argyll and Bute Council.  Children assess their own learning regularly using RAGs and floorbooks to encourage reflections and next steps.  Summative assessment data has shown marked progress for all learners, however as a setting we are still working on developing writing attainment. Results were as expected based on tracking information throughout the year.  We use red, amber, green questionnaires, observations, rich tasks, target setting conversations, floor books, everyday writing toolkit and AIFL Strategies (such as thumb tool) to formatively assess our learners.  Our quality assurance calendar details a wide array of activity across the setting to ensure we sustain a high standard. QI visits/SQIP reports/Staff meetings/Monthly meetings with ASN co-ordinator/Termly meetings with ED Psyc/Moderation activities are amongst the quality assurance procedures. We do, however, hope to develop this practise further through the development of stronger links with other settings.  Our planning documents were reviewed this session. As a staff we overhauled how we record our plans to ensure our L and T offered choice and challenge for every learner, linked with outdoor and digital learning, and linked with wider practise including skills for life, learning and work and blooms taxonomy.  Tracking and monitoring procedures are robust. Each child has an individual tracker for literacy and numeracy. Experiences and outcomes for the wider curriculum are tracked using a 3 year overview at each level. The children are regularly involved in discussions about their progress and keep their own archive of learning on seesaw.  We pride ourselves on pupil voice. Children are partners in their learning and work alongside staff to plan and review their own T and L journeys using tools such as RAGS and floorbooks. | 4 good |
| 3.1  Ensuring wellbeing, equality and inclusion | **Wellbeing**  - As a result of our approach to ensuring the wellbeing of all children and their families, we are improving outcomes for young people and their families.  - Our school community has a shared understanding of wellbeing and the dignity and worth of every individual.  - We know and can demonstrate that nearly all of our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.  - All staff and partners feel valued and supported.  - Our learners benefit from the high-quality education which we provide for all children.  - Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.  - All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.  - We consider each child as an individual with his/her own needs, risks and rights. | Staff have an in depth understanding of children’s health and wellbeing. This session we have sought to provide many extra curricular opportunities often not accessible to them due to our location. The children have been involved in weekly swimming lessons (in term 3), outdoor adventure days (kayaking and rock climbing) in term 3, outdoor learning development activities in term 3, gardening group and several school excursions. This has impacted on children’s mental and physical health and wellbeing which was evidenced through video and photo blogs.  Children spend at least 20% of their week outdoors. This has had a positive impact on learning and behaviour and takes account of local and national recommendations for outdoor learning.  GIRFEC wellbeing wheels were used termly to monitor how our children felt with the 8 indicators. Robust conversations alongside the grading within the wheels allowed us to pick up and respond to any concerns.  Last session our positive relationships policy was rewritten in accordance with trauma informed practices. This session the children have displayed their eagerness to follow this policy daily and we have had very few instances in which unwanted behaviour has needed responded to.  We have begun developing our outdoor space and staff have engaged in training to help develop their understanding of the links between outdoor learning and HWB. We have purchased many new outdoor resources in an attempt to make our outdoor learning area more appealing, comfortable and enjoyable and hope to move to at least 25% (and ideally 40%) time outdoor next session.  Inclusive strategies to ASNs is integral to what we do. We use daily timetables, timers, 3 opportunities for change, time warnings, transitional tools (such as play and stories) etc. to meet the needs of all.  Targeted strategies such as the implementation of Clicker 8, Nessy and Toe by Toe continue to be incorporated to meet individual needs.  Child plans re-written and re-viewed for all children on staged 3 intervention. These are always reviewed with the team around the children at regular intervals throughout the year (3 meetings per year).  We continue to write a class contract at the beginning of each yearly session and refer to this regularly to ensure all children are part of the process of setting and adhering to expectations they have decided are appropriate for a safe, happy ethos.  We continue to use experiential rewards to praise positive behaviour. Children can choose things like play park time, sit beside a friend etc. when they have ‘filled their bucket’ (shown kindness to others).  We communicate with parents in a variety of ways to suit their individual needs and preferences. We share updates about learning weekly using our social media account and website; children update their parents about their own learning weekly too, using seesaw and we share termly newsletters celebrating good practise.  We have invited parents/carers into school once per term for an outdoor expedition which explores key themes we are working on as a setting. Parents/carers work alongside their children on a series of activities (that promote outdoor and digital learning in line with our SIP) and the results of their work is used to inform future practice.  We incorporated an extra afternoon break (shortened lunch time) to break our afternoon up after children presented as tired and unfocused. This has helped hugely with levels of focus in the class which is evident through children’s attitudes and the standard of their work.  We start each day with a soft start (outdoor play) to allow children to chat, catch up and play before we begin our first lesson. The children appear more focused in the morning after having this dedicated time. | 4 good |

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory