

Lismore Primary School



Standards and Quality Report 2023-2024

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| Name of school |
| 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).* |
| **School details (roll, class composition)**  Lismore Primary School is comprised of one class, P1-7, made up of 6 children. This session we have pupils in P3. P5 and P6. Our ELC has 6 children this session; 3 of whom will move to P1 in August. There is no data on the Scottish Index of Multiple Deprivation website specific to our post code, but data from Benderloch (closest area with data available) states that families living in that region are in Decile 5, Quantile 3. We have no families with free meal provision.  Our school Vision, Values and Aims were re-established in 2021-2022. Since this time we have engaged with stakeholders to ensure our VVA is still relevant. Small tweaks have been made but parents, staff and children have agreed the VVA holds true to our current Lismore cohort. We have, however, begun re-framing the language to create a Nursery Promise to share the values with our ELC children using language that is developmentally appropriate for them.  **Lismore Primary School Vision**  For all at Lismore Primary School to be happy, safe and learning; to adopt a growth mind set and be provided with opportunities to be the best that they can be now and in the future.  **Lismore Primary School Values**  Kindness  Respect  Honesty  Equity  Compassion |

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| **Lismore Primary School Aims**   * 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.   L**ocal context**  Lismore Primary School is a small friendly school, which is embedded in the life of the community on our tiny island. It is a family school where children, families, staff, and friends can feel at home. The school is a happy, bright, and welcoming place where achievements and learning are celebrated by everyone.  The school serves children from the whole of the Isle of Lismore in the Lynn of Lorn. As a small school, all staff know the children and their families very well. We encourage families and community members to be involved with our school wherever possible through regular open afternoons, stay and plays and being involved in local community events.  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 have recently used our capital budget to make some repairs to our outdoor areas- such as the raised beds in our garden and our outdoor classroom to ensure they stay accessible for children. 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 encouraged always to do their best and to take a 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 with our most recent parental feedback consultation being in May 2024.  **Factors affecting progress (e.g. staffing changes/issues)**  There have been many staffing changes this session. I, HT, returned from maternity leave in January 2024. Jennifer Gilchrist, our acting PT during my maternity, went off on maternity leave in March 2024 and our Class Teacher, Charlotte Brough also went off on maternity in January 2024. We recruited a replacement class teacher in January 2024 but the children have had to navigate changes with all of the adults responsible for them at school. I am pleased to report the primary children have coped well with this change, demonstrating their resilience, and we have managed to retain consistency with our whole school approach to managing and maintaining positive relationships.  We have had lots of staffing changes in our ELC too. Our CCEW left in November 2023 and we recruited a replacement in January 2024. Our new CCEW is a new practitioner and is doing a fantastic job of learning all that is required to guide and support our young learners effectively, with appropriate support from management. Our 0.4 CCEW returned from maternity leave at the end of December 2023.  Unfortunately, the ongoing lack of stability appears to have had some impact on the ELC children’s sense of security but whole school training on a whole school nurture approach to building positive relationships has helped re-build our secure environment and our ELC children, and staff, are now settled and happy.  Our clerical assistant/classroom assistant is also off on maternity leave. She left in September 2023 and unfortunately we have not been able to recruit for a replacement. We have a clerical assistant from another small school contributing to some of the clerical demands but much of this work is being picked up by the HT. |

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| Review of SIP | Priority 1 **Development of Leadership of Learning** |
| **Progress and Impact:** |
| Our aim was to develop opportunities for leadership of learning. To do so we planned and implemented a number of key actions:  All staff will professionally engage with collegiate working:  CT and HT have engaged in team teaching of literacy on a number of occasions and engaged in professional dialogue about best practise for our learners. We are continuously striving to tailor or teaching and learning to suit the needs of our individual pupils.  HT has observed CT on 3 separate occasions and provided feedback to support next steps- with a focus on literacy and numeracy development and getting challenge/support right for all.  CT and HT engage in collegiate meeting every 2 weeks to discuss ASN, Planning, Assessment, Tracking and Monitoring etc.  HT and Nursery staff engage in collegiate meeting weekly using the HGIOELC materials to support development in our early years setting.  Our Acting PT developed positive working relationships with HT of OHS and DHT at Tiree Primary and Nursery to provide effective leadership of our school during HT’s maternity leave.  Whole school have engaged in collegiate sessions on a whole school nurture approach to positive behaviour. HT worked in conjunction with Educational Psychologist to prepare for delivery of session.  Whole school have engaged in collegiate sessions on leadership focusing on what skills and qualities are needed for leadership and on achieving step 1 in becoming a successful leader: becoming self- aware using a 360 feedback approach.  HT attended conference on leadership and worked with other HTs and members of the central education team to reflect on leadership and how effective this is in their own schools using quality indicator RAGs supplied by Vicky Quinn.  HT attended cluster group team building day. During this outdoor activity day HT had a chance to work informally with other HTs in our cluster to problem solve and network with colleagues.  HT working with HT of Strath of Appin to provide opportunities for primary children to learn together across the two settings.  Nursery staff visited Willow view Nursery on 4 occasions to provide children with new learning environment and opportunities for socialisation whilst simultaneously observing successful nursery practise and leadership in a different setting. Staff used this opportunity to network with other practitioners.  HT and Nursery staff have worked alongside the central team to make changes to ELC setting- striving for best practise in accordance with the national framework. We have re-vised our policies and have been working through practice documents such as My World Outdoors to develop the learning opportunities we provide for our ELC children.  ELC have revisited their approach to planning through collegiate sessions with all staff in setting. All experiences are planned based on observations of the children and tracking and monitoring information. These experiences are linked to the Three Assets approach and CFE. PLOD are created and implemented. The outcome is then captured with a photograph or video and shared on seesaw alongside next steps. We also use floorbooks to capture, reflect and plan for learning.  **Impact: Notable positive developments in staffs’ relationships across the setting particularly in term 3 and 4 after some minor wobbles in staff morale during multiple staffing changes at the beginning of the session. During 360 feedback session in May, all staff commented on feeling highly supported and guided by management and colleagues. Feedback from staff is that collegiate work has helped everyone feel like part of the decision making process for our children and our school. This has led to a positive shift in ethos where everyone feels valued. Collegiate sessions on whole school nurture were particularly well received. Staff commented on feeling more confident when responding to children’s behaviour and more ‘secure’ in their workplace overall.**  All staff will regularly engage with career long professional development:  HT and CT attended two day RWI course in January and began implementing in class for early/first level learners.  Teaching staff engaged in online moderation of writing plans with Pauline Ingles and 2 other small schools to ensure our approach is robust and rigorous.  CCEW and CA from ELC engaged with SLT in context CPD.  HT and acting PT attended T4W training last session and have successfully implemented programme this session.  CT became forest school certified and has implemented forest schools for our primary and ELC children.  Acting PT attended Realising the Ambition training for Early Years Development.  HT engaging in EiH programme.  Acting PT signed up for Aspiring to Headship programme.  HT and Nursery staffed trained in using Leuven Scale tool to help support ELC improvements based on observations of our children.  CCEWs signed up and started food hygiene course.  CCEW looking into bookbug training for next session to become a book bug leader for our ELC and school.  Whole school engaged in CPD on whole school nurture approach and trauma informed practice.  Staff annual PRDs were positive with most staff stating that had achieved the aims they set during their last PRD and were ready to explore new aims and take their learning further.  Began using the national induction resource with new CCEW.  **Impact: Notable impact on staffs’ confidence within the setting- particularly after work on whole school nurture approach. This has led to our setting feeling calm, secure and happy for staff and children alike after a shaky start to the session due to staffing shortages/changes.**  **Forest school implementation has been a huge success. Families, children and staff have commented on children ‘thriving’ and developing skills for life in a real life context. Children themselves have commented on feeling ‘braver’ and ‘bolder’ as they begin taking risks after assessing what is a suitable level of risk for them.**  Children and young people leading learning:  Children have participated in creating their own online personal learning plans using an online digital platform- SWAY. They have created personal learning targets, reflected on their learning termly and assessed their learning against 'I can statements' using the RAG approach.  Children are able to choose their homework tasks through a choice challenge related to our IDL topic.  Children continue to use floorbooks in the school and ELC to plan and reflect on learning.  Children use seesaw as a learning journal to share experiences with parents they are proud of. They are responsible for making choices about what they and how they communicate what they have learned using the different functions available on seesaw such as text box, voice note, comment section. etc.  Children have leadership roles for forest schools. They are assigned responsibilities- such as Vlogging their experience, leading set up etc.  Primary children have job roles in class. They are assigned responsibility for different areas and resources such as outdoor management and set up and technology monitor.  Primary children have become playtime leaders for our ELC children during joint break times.  ELC children have been developing roles and responsibilities in the ELC and choosing ‘jobs’ to assist around their setting such as health and safety manager.  Primary children lead their own community event. They created products to sell at a craft fair. They advertised the fair within the local community, marketed their products, set up and ran the fair and then counted the takings and learned about profits and loss.  **Impact: Children’s voice continues to be a strength of our setting. Learning is often led by them which impacts on motivation and engagement levels. Learning experiences in our nursery are planned based on observations of their interests whilst being aligned with the curriculum for excellence. Primary children use floorbooks to assist with planning across the curriculum and often have autonomy over aspects of their learning. They take pride in their work and are an integral part of the planning, reflecting, assessing, next steps process which they have enjoyed sharing on SWAY and Seesaw. Families have commented on how useful and informative these platforms are and also have the opportunity to contribute their own feedback here. Children have become more responsible in our setting taking on leadership roles across their environments: play, forest schools and the classroom. This has led to a sense of autonomy across our school and has resulted in happy, confident, responsible contributors.** |
| **Next Steps:** |
| Although we have made a lot of progress this session, there have been ups and downs along the way with staff and children struggling to manage the many staffing changes during the first two terms of the session. We hope some consistency with our staffing next session will lead to more positive change in the area of leadership.  Next we plan to look into how staff members can become leaders of a specific aspect of the curriculum. Our CT has already developed forest schools and has recently expressed interest in becoming the lead for eco schools. We look forward to seeing how this helps develop outdoor education next session. We hope to have our CCEW Bookbug trained next session too so they can begin leading sessions for our families. |

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| Review of SIP | Priority 2 **Develop, diversify and steam-line assessment practises** |
| **Progress and Impact:** |
| Our aim was to develop, diversify and stream-line assessment practises. To do so we planned and implemented a number of key actions:  Assessment calendar document created and used by all staff. Assessment practises for each month should be clearly identified and should demonstrate holistic approaches (mix of written/oral/practical): Assessment calendar was created at the beginning of the school session in consultation with staff. This was implemented in August 2023 but there were some gaps in following the calendar during the first two terms due to staffing shortages. In January 2024 we re-visited the calendar and completed any missed planned assessment. We were then able to stick to our plan for assessment for the remainder of the school session. **Impact: Having a robust plan for assessment, which details standardised and holistic assessments, has helped us diversify and stream-line our assessment procedures. This has resulted in stronger, more informative data that reflects the progress of our individual learners through the triangulation of results (from standardised assessments/jotter work and observations and rich tasks (such as video/audio recorded assessment evidence)). This has also led to assessment being accessible for all our learners and better meets the needs of our learners with additional support needs, giving us a more accurate depiction of attainment.**  End of term rich tasks showcase all children’s learning and their individual progress using a method chosen by them. This will be measured through varied data collection e.g. observations, video evidence, written responses etc.: IDL topics have been planned for using floor books and then assessed using a rich-task project. The children have chosen to create quizzes, carry out treasure hunts, create plays, film a news report and compile an ‘outdoor Vlog’ to demonstrate their knowledge and understanding in this area. This has then been used to inform how well children are progressing through curricular benchmarks and meeting proposed outcomes but would benefit for being documented and tracked. **Impact: Children have come to enjoy assessment in this area and see it as part of their learning journey. They are beginning to understand the cycle of learning too as they are involved in planning, assessing and reflecting.**  Personal learning plans created, tracking and monitored: PLPs created in term 2 and updated with children’s learning overview, targets, planned learning and work they are proud of/evidence of progress. These were updated again in term 3 and 4 (by the children) and incorporated teacher feedback, pupil reflection, self-assessment and teacher assessment of Literacy and Numeracy using RAG approach. **Impact: Children’s learning journey is now all in one digital space ready to be accessed by them, teachers and parents as and when needed. This has impacted on information sharing as our evidence is collated in this one digital space and can be shared easily. We also chose to use the SWAY platform to create these profiles in line with what OHS use for transition information.**  Nursery tracking and monitoring: We have used the A and B tracking and monitoring performas for literacy, numeracy and health and wellbeing 3 times this session and have documented the results in children’s individual PLP’s and created an overview for staff. This has helped us pinpoint areas to focus on for individuals to help them achieve next steps. **Impact: Gaps in children’s knowledge, understanding and skills of core areas are identified early ensuring next steps are specific. Any concerns are also highlighted at this time allowing for further information or support being sought and early intervention if required.**  Feeding back to parents on progress and attainment: We have had 2 parents’ feedback sessions for the school this session and 2 informal parent open afternoons. We have used this time to communicate assessment developments and get feedback from parents which informs our next steps for improvement. We have also had a nursery feedback session in the form of a stay and play with the opportunity to attend an individual meeting to discuss their child’s progress at nursery. **Impact: Parents are well informed on their child’s learning journey at school and have the opportunity to provide their own feedback. This has helped practise feel cohesive across school and home.**  Termly Assessments/Reflections: In term 3 and 4 our class were responsible for collating information for our schools termly assessment/reflection. This involved a discussion about the 4 contexts of learning which was then typed up by the pupils. Later photographs were added and it was uploaded to our school website. **Impact: We are beginning to give P6/7 responsibility for leading this activity. This will help them expand upon their knowledge of word; learn how to manipulate text and photographs to fit to a format and learn how to upload content to a website (valuable skills for life, learning and work). All children benefit from reflecting on their successes.** |
| **Next Steps:** |
| We are happy with the progress we have made this session in this area but have identified some specific next steps:   1. Share SWAY profiles with parents 2. Create attainment tracker to complement our assessment evidence. 3. Extend rich task assessment opportunities to literacy, numeracy and HWB 4. Children to take full ownership of PLPS |

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| Review of SIP | Priority 3 **Improve attainment in reading** |
| **Progress and Impact:** |
| Our aim was to improve attainment in reading. To do this we planned and implemented a number of key actions:  Assessment data tracked and analysed for reading attainment (including SNSA, XBRA, YARC/GL). Gaps identified and targeted intervention implemented where necessary:  SNSA: No SNSA this year as no children in P1, P4 or P7.  YARC: YARC reading assessment in September showed 33 % (2/6 children) achieving reading level of chronological age or higher; YARC reading assessment in February showed 66 % (4/6 children) achieving reading level of chronological age or higher. YARC assessment also showed improvements for all children with all children having higher comprehension than chronological age.  XBRA: XBRA data (in June) indicates that 83 % (5/6 children) are on track to achieve expected level in reading. Our aim was for XBRA data to show at least 85% of pupils achieving expected levels or on track to achieve.  GL: GL assessment results in Literacy show 66% of children in line with or exceeding national average for reading rate. 83% children exceeding national average for reading comprehension with 22% achieving 100%. Only 22% of children achieving or exceeding national average for spelling. This is an area we have identified requiring intervention next session.  Gaps and intervention: Gaps identified through phonic checks/reading records for P3 in September. Class teacher and Head teacher undertook Read Write Inc (RWI) training in January and began implementing more robust phonics programme from February. RWI assessment data has shown steady progress as all P3 children have moved from Orange banding in February assessment to Blue banding in May- progressing through 3 levels.  Support and ASN: 1 learner has been identified as having Dyslexia and we are gathering data for another learner with literacy difficulties. To support reading attainment for all we use a number of tools and strategies. We deliver lessons using a dyslexia friendly universal approach. For example- information is shared on a non-white background using coloured lettering to differentiate between instructions, paragraphs etc. Overlays are available to those that may need them. We use assistive ipad functions to help with reading and writing on a device. We also use Clicker 8 to assist with reading and writing. We utilise literacy frameworks for reading, writing and spelling that are supportive and robust and suit learners that require additional support with literacy. For example- the Highland literacy wraparound approach to spelling ensures our teaching focus is on encoding and is delivered alongside a multi-sensory approach. These tools and strategies are reviewed termly to ensure we are getting it right for all.  **Impact: Robust tracking for reading attainment ensures we know where any gaps lie and can begin planning and implementing interventions/changes to our pedagogy/targeted focuses in response. This has had a positive impact on all children’s attainment and we note that reading comprehension skills have increased exponentially. We have now re-set our focus toward grammar, punctuation and spelling after teacher observations and assessment data has shown gaps in knowledge and understanding in these areas specifically.**  Shared reading expectations consistent across school: Allotted reading time set each day and evident in planning and observations. This has been outdoors whenever possible. Reading buddies established across the primary and nursery but this has not been as consistent as we would have hoped. **Impact: Children are enthusiastic about reading and view it as a social activity. Children are confident reading to one another and reading aloud to adults/peers. Children have made links with ‘marvellous mistakes board’ to celebrate their mistakes when reading, and correct them, as they go with support from their class community.**  To ensure that all pupils have access to a range of reading materials in the classroom and at home. Provide opportunities to help parents’ support their child’s literacy development at home: School library has a range of reading materials suitable for all our children. This was updated at the beginning of the school session and is checked termly by our ‘library monitor’ who consults with the class on books that should be taken out/left in/added. All library books can be taken home for a loan period. We encourage children to take home a book for enjoyment as well as their school reading book, weekly. Pupil voice activity undertaken to support the purchase of additional books reflecting children’s interests and to support motivation. Parental learning event planned but not implemented to support parents’ to support their child with literacy development. Implementing this has been included on our next steps. After RWI training, a letter went home to P3 parents explaining how to best support their child’s reading development using the approach from the RWI programme. We intend to incorporate this in our planned parents’ session and implement in August.  **Impact: We are beginning to grow a shared understanding (and hopefully love) across staff, children and parents. We have begun by nurturing this love in the classroom and extending information to the home. Next we want to use parents input to continue this good work. We would also like to extend this to the community and have planned to help at a local book sale in August.**  Showcase book of the week/ incorporate peer recommendations: Book of the week displayed in library area in terms 1 and 2 based on recommendations from the class. Children lost motivation for this after 2 terms and we consulted on finding a new way to share our love for reading/books. Children suggested show and tell of books weekly which then expanded to show and tell (more generally) in which children could share and tell us about anything that was currently interesting them. Lots of enthusiasm for this but staff currently looking at how to re-focus this on literacy/books. Although, it has become a great tool for contextual listening and talking activity chosen and led by the children.  **Impact: I am pleased we were able to take this in the direction the children decided upon. Children have become more confident when talking about their interests- whether this be in relation to books or other interests. Although, they are confident to share we could better scaffold their responses to help this discuss these interests with more depth. But, we are off to a good start!**  Pupil Literacy Circles (book club) leading to rich book discussion and improved reading self- efficacy: Unfortunately, due to staffing shortages this was not actioned and has been added to next steps for next session.  Introduce daily Bookbug sessions, in order to develop language, social skills and increase concentration. This included talking, singing, reading, storytelling and drawing. Continue to attend Gaelic Bookbug virtual event: ELC children continued to attend Gaelic bookbug online in terms 1 and 2. Daily bookbug songs and books were shared but sessions appeared to lack structure. In terms 3 and 4 they attended a book bug event in Oban on two occasions and we held one at school alongside a parent stay and play. We are now working on an ELC member of staff becoming book bug trained to deliver these sessions to children and adults on a more regular basis.  **Impact: Children thoroughly enjoy book bug sessions and show great enthusiasm for this. Staff have noted high levels of participation from 4/6 ELC children using Leuven scale. 2/6 children found sitting at a structured activity more difficult and chose to play instead but came over to the group activity on several occasions to join in with stories/songs. Parental feedback was positive with all parents asking for more regular sessions at Lismore-we are looking at how best to facilitate this next session with one of our ELC members seeking book bug accreditation.** |
| **Next Steps:** |
| Although we have made some progress this session, evident in our attainment results, we did not achieve all we set out to achieve and have therefore identified a number of specific next steps:   1. ELC staff member to undertake book bug training and implement regular bookbug sessions for children and families. 2. Establish ‘book club’ in term 2 of next session as a lunch time club for children. 3. Consult with staff and children on how they would like to share what they read. 4. Plan and implement a parents’ event looking at phonics and reading support at home. 5. Re-establish reading buddies across the school and nursery and ensure a daily allotted time. 6. Big focus on grammar, punctuation and spelling next session after gaps noted in these areas. 7. Children to volunteer at Lismore local book sale in August. |

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| Review of SIP | Priority ELC |
| **Progress and Impact:** |
| No specific ELC priority this session. ELC were included in schools priorities. |
| **Next Steps:** |
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| Review of SIP | GME Priority |
| **Progress and Impact:** |
| N/A |
| **Next Steps:** |
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| Review of SIP | Developing in Faith Priority |
| **Progress and Impact:** |
| N/A |
| **Next Steps:** |
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| 1.1 Attainment Data |
| Attainment of Literacy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24. (teacher judgement – confirmed levels – 5 year trend). |
| **Example – Replace with school-specific data when provided** |
| **Example – Replace with school-specific data when provided** |
| **Example – Replace with school-specific data when provided** |

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| 1.2 Attainment Data |
| Attainment of Numeracy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24. (teacher judgement – confirmed levels – 5 year trend). |
| **Example – Replace with school-specific data when provided** |

Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

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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? |
| **Opportunities for wider achievement**  Outdoor Learning- Gardening Group: As with previous years, during the Spring and summer term, the children work in the school garden. They plant vegetables and flowers, weed, compost, water etc. This session they have planted potatoes, strawberries and beans in our poly tunnel and raised beds. When we harvest our vegetables, we will use them to cook in school and may also try to sell them within the local community. We also compete in the local agricultural show every year by submitting our vegetables (usually beans). We have received second place for the past two years.  Eco Flag: This session we earned our 6th ECO Flag. Each Tuesday morning the children meet to form an ECO-group. This session we set 3 school targets that linked with the United Nations Sustainable Development Goals. We then set to work achieving our targets including developing our school grounds, learning more about the biodiversity of our local area and focusing on our own health and wellbeing by developing outdoor activity.  Fiddle: Mairi Campbell (local musician) continued with us for a further 18 hours of fiddle this session. The children have learned and performed several songs using the colour strings method.  Ballimackilican Wellbeing retreat: The children are set to attend a two day wellbeing retreat at the end of June at a local resort. They will be partaking in music, drama and dance activities centred around holistic wellbeing.  Enterprise Project: The children learned about business and looked at locally businesses to help them develop their understanding in this area. They then created, marketed and sold their own products at a local craft fair run by them. It was a huge success.  Languages Week: Our children learned about languages important and relevant to them. A parent came in to deliver a session on Dutch. Another came in to deliver a session on Gaelic and the children chose a selection of other languages that interested them to explore with their class teacher- including Spanish, French and German.  Burn’s Day: This year for Burn’s day we learned the poem ‘Address to a Haggis’ and performed it at our Burn’s supper. We got to try haggis, neeps, tatties, irn-bru and short bread. We also learned a little bit about ceilidh dancing.  Nativity: In term 2, our primary and nursery children came together to learn and perform a nativity for our local nativity. It was wonderful and we received lots of positive feedback. The children also created their own Christmas crafts to sell at the event.  Tap Root Play: In term 4 the children worked with a member of the local community to create and perform a re-enactment of a local story. The children performed this at our local heritage centre. They also played songs they had learned on fiddle and sang a song they wrote themselves a few years ago for our local CD.  Swimming lessons: During term 3 the children went to Atlantis leisure centre in Oban for 4 weeks of swimming lessons. The parents has asked for this after the children had undertaken 10 weeks of swimming lessons the year before. Given our location on an island, the ability to swim is important to our children and families. We were happy we were able to provide some swimming lessons again this session and hope to continue this next session.  Heart Start: Our primary children joined the children at Strath of Appin Primary School for Heart Start training. They learned how to deliver first aid for chocking, minor falls and how to administer CPR. We believe these are important life skills for all to learn.  Health Talk: Our P5-7 children joined the children at Strath of Appin for a health talk with nurses based at Oban High school. They discussed their changing bodies as they get older and move toward their teenage years. The children were happy to meet some friendly faces that they can turn to when in high school and learn about this important aspect of their health and wellbeing with peers of a similar age and stage.  Messy Play: We have continued with our messy play sessions this year. Once a week the primary and nursey children come together to play with hands on, sensory materials such as sand, water, play dough or can visit our sensory den area. We have transformed our outdoor classroom into a messy play hut to provide a dedicated area to this much loved activity. We also organise for these sessions to be outside as often as possible.  Floor books: Our children in the primary class and nursery continue to use floor books to plan and reflect their learning. We find this is an excellent tool to ensure pupil voice and autonomy.  Achievements at home: One of our pupils has been participating in weekly rugby training and has attended many rugby tournaments. Three of our pupils has been taking weekly fiddle lessons and learning to read music.  1 + 2 languages: This term all children have had French and Gaelic lessons. French, as our L2, is embedded within our school day/routine. Every morning we discuss the weather and date in French.. We have one Gaelic lesson per week, as our L3. Gaelic is special for us, as it is still widely spoken on the island. We try to embed it within our everyday communications- greeting one another in Gaelic and using if for thank you, cheers etc.  Astronomy Workshop: Our children will be involved in an astronomy workshop at the end of June. The nursery children will learn about the main 8 planets, the sun and the idea of gravity. The primary children will look in a bit more detail at the Solar System and we go on a short mission to an asteroid. Both make use of short videos from NASA showing flybys of some of the planets and a trip to the International Space Station to look at eating and sleeping in zero-gravity.  Sports Day: This session our nursery and primary children joined together with the children form Strath of Appin, Taynuilt and Barcaldine for a Sports day planned and run by us. Our children helped to plan this around an Olympic theme and feedback from children, staff and parents was very positive.  Forest Schools: In terms 3 and 4 our class teacher implemented Forest Schools for our primary and nursery children. Every Thursday they spend the afternoon in our wooded area learning outdoors. They are involved risk assessing- and risk taking and the overall aim is to build confidence, resilience and life schools using the outdoors as a context. Our children have loved learning in this way, with many articulating feeling ‘braver’ and ‘bolder’ and more ‘capable’; we hope to expand this next session.  **Systems for tracking and monitoring participation:** We track our offering alongside the children each session using floor books, newsletters, class blogs, 4 contexts reflections and seesaw. We intend to include tracking of wider achievements within our new SWAY profiles. In the ELC we have begun using the Leuven Scale to track participation. We intend on extending this to the primary school next session. All children participate in all school activity 100 percent of the time. We have no exclusions and attendance average is 93.21%. |

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| Summarise progress and next steps in relation to pupil equity funding |
| N/A |

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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 | * All staff understand the importance of self-evaluation (School and Nursery). * We are beginning to use effective approaches to ensure all stakeholders are involved in regular self-evaluation (Children, Parents, Staff, Community) * All teaching staff regularly undertake moderation activities * All teaching staff use reliable data to inform next steps * All teachers actively seek out best practice and share it within, and beyond, our school * We have attainment data that shows improvements for almost all children in literacy and numeracy for the last five years | * We can show how views from stakeholders inform change and improvement * Parent Council minutes * Staff meeting minutes * Collegiate Calendar * Evidence of consultations * Attainment and achievement data * Forward plans * Personal Learning Plans- SWAY profiles * Seesaw Archives * Records of additional support for individual pupils * Floor book pages | 4 |
| 1.3  Leadership of Change  This QI also focusses on the following aspects of empowerment:   * curriculum; * improvement activities; * parental and community engagement; and * pupil participation. | * The school and the school community have ownership over the school vision, values and aims- we consulted with stakeholders again this session * The school has a relevant curriculum rationale and curriculum design- reviewed this session * Almost all staff and children contribute to the planning of change * Time is dedicated to professional dialogue, collegiate learning and self-evaluation * We are developing effective strategies to monitor and evaluate changes and the outcomes for all learners | * School vision, value and aims and the consultation of them * Parent Council meetings * Minutes from staff meeting * Collegiate calendar * School newsletters * Staff 360 feedback review * Staff PRDs * Staff WTA | 4 |
| 2.3  Learning, teaching and assessment | * Most of the time, all children are engaged, resilient, motivated and interact well with activities * Choice is integral to Learning, teaching and assessment * We are developing the use of digital technology * Almost all pupils understand the purpose of their learning * We provide opportunities for all pupils to contribute to the wider community in a range of activities * Pupil voice is strong- all pupils know their views are sought and acted upon * A wide range of teaching approaches are used and we continuously reflect on pedagogy * We implement appropriate interventions utilising support from other agencies when required * Feedback is used to support learning but this could be more robust * A variety of assessments are used that demonstrate challenge, depth and application- this session we have aimed to diversify and streamline our assessments * Our assessment data is valid and reliable * All leaners are engaged in planning their learning | * Classroom observation * Examples of high quality assessments * Standardised assessments * Pupil focus groups * Forward planning feedback * School newsletters * ASN profiles * XBRA data * Personal Learning Plans * Personal Learning Plans feedback * Floor book pages * Seesaw posts * Leuven Scale results | 4 |
| 3.1  Ensuring wellbeing, equality and inclusion | * All of our children consistently score themselves highly using SHANARRI indicators and staff use of wellbeing web is consistent with this finding * Relationships across the school community are very positive and supportive and are based on mutual respect * All children are treated as individuals * We comply and actively engage with statutory requirements and codes of practice * We ensure inclusion and equity across the school * All children feel supported to do their best * We have effective strategies in place to improve attainment and achievements for young people who face challenges * We have begun implementing a whole school nurture approach and will seek accreditation next session | * Wellbeing wheels * Visits to classrooms * School ethos * Feedback from parents and children * Policies * ASN profiles * Leuven Scale data * Feedback from questionnaires * Data from whole school nurture evaluation * Forest school vlogs | 5 |
| 3.2  Raising attainment and achievement | * Most of our learners are making good progress from their prior levels of attainment in literacy and numeracy. However, some children are still not achieving expected level * All staff make effective use of assessments and their shared understanding of standards * There is a tracking system in place for all pupils and we are currently reviewing this to ensure it is as robust as possible * Children are tracking their own achievements and attainment using personal profiles and seesaw | * Tracking system being developed * XBRA data * Standardised assessment results * Focus groups * Collegiate calendar * Curricular pathways * ASN profiles * Personal Learning Plans * Conversations with pupils * Floor book pages * See saw posts * Forest school vlogs | 3 |

\* Evaluation 6-point Scale:

6 Excellent

5 Very Good

4 Good

3 Satisfactory

2 Weak

1. Unsatisfactory