



SCHOOL STANDARDS AND QUALITY REPORT 2019/20



Standards and Quality Report

School(s): Glenurquhart Primary School
Head Teacher: Kerrie Laird
Date submitted: October 2020



Context of the school:

Glenurquhart Primary School lies within a rural setting and serves the village of Drumnadrochit and surrounding area. We provide for P1-7 stages within the school, currently in five composite classes and one Gaelic Medium class. As of June 2020, we had 114 children enrolled, 107 children in English Medium and 7 in Gaelic Medium. Our roll has been increasing due to new housing developments in the area and continued placing requests received. 91% of children live in SIMD Decile 7 and 8 and 14% of our children are registered for free school meals, which we received £20,400 of Pupil Equity Funding for in 2019-20.

The Head Teacher, Kerrie Laird was appointed in August 2016 and a Principal Teacher, Kirstine Mullin from within the staff in September 2016. There had been a considerable period of instability in leadership within the school prior to this. We have an enthusiastic and committed teaching and support staff, most of whom have worked in the school for many years and live within the local community. This year there are two Newly Qualified Teachers; P2/3, Ms MacKay and P4/5 Miss Walker. We also have a Support for Learning teacher, Mrs MacPhee who had previously completed the role of Acting Head Teacher. Our Gaelic Medium class was mothballed in April 2016 but, had a very positive return to the school on the 18th June 2018 with Mrs MacVicar teaching the class. Her secondment ended in March 2020 when she was replaced by Mr Kelly. He joined our staff just at the start of lockdown and was therefore welcomed and introduced to the children using Google Meets.

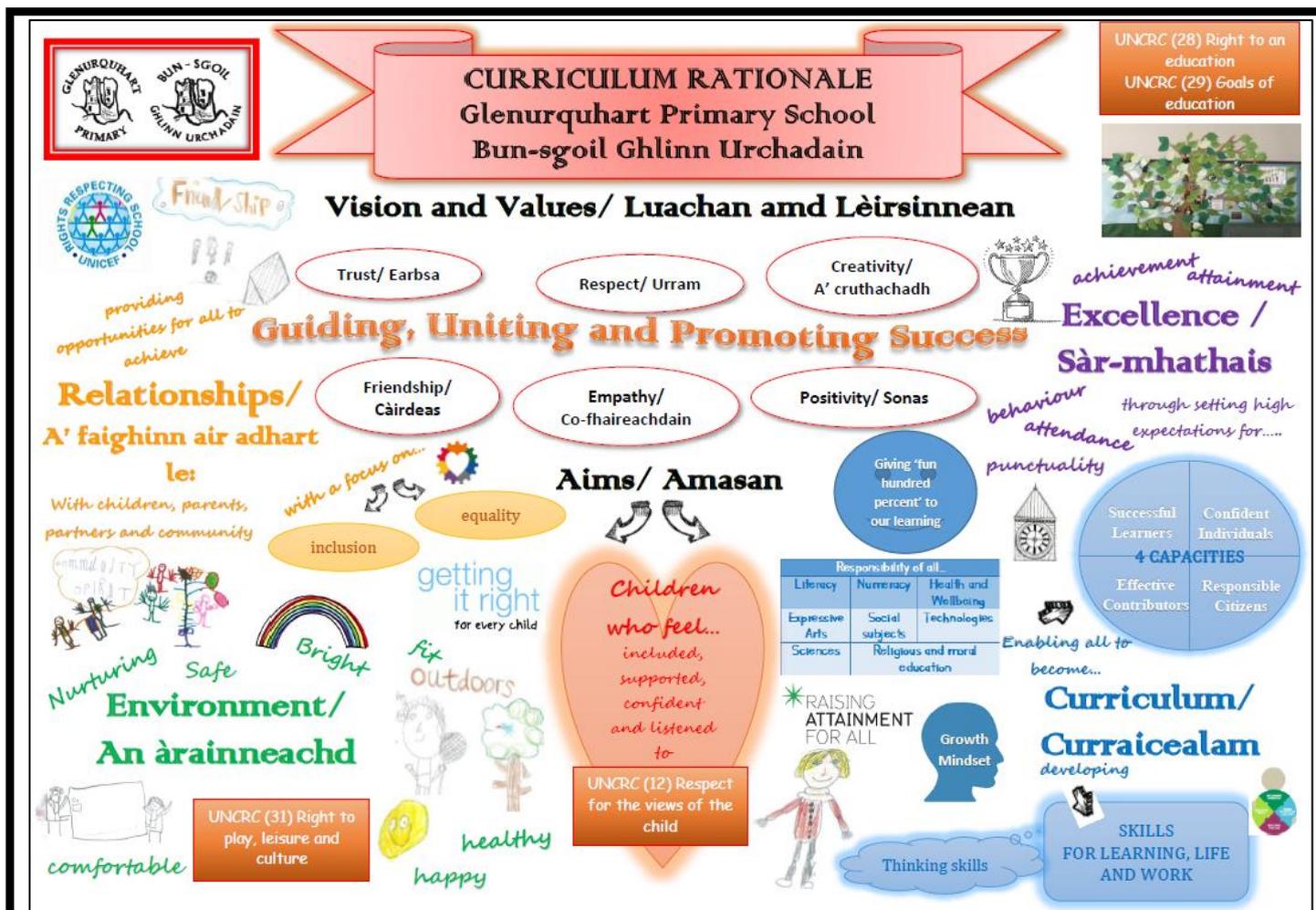
We continue to have strong relationships with Glen Urquhart High School and Glenurquhart Childcare Centre which are situated next to the Primary School, ensuring good transition experiences. We work closely with our other associated primary schools – Balnain Primary and Cannich Bridge Primary which are both small rural schools, overseen by teaching heads. We also have a strong partnership with our parents and links with the community and local businesses.

The school was last inspected in 2008. Ongoing Quality Improvement visits over this and last sessions have identified that the school continued to meet its improvement targets and embed work completed.



School Vision, Values and Aims:

These were renewed in session 2016-17 and further work has been completed with all stakeholders to produce the poster below this session, making it bi-lingual and including our work on UNCRC.



OUR AIMS:

- Provide a safe, nurturing, bright and happy learning environment.
- Provide an engaging, challenging and creative curriculum enabling all children to develop the skills they need to become successful learners, confident individuals, responsible citizens and effective contributors.
- Aiming for excellence through setting high expectations for attainment, achievement, behaviour, attendance and punctuality.
- Develop relationships with children, parents, partners and the community to provide opportunities for all learners to achieve with a focus on inclusion and equality.

CHILDREN'S AIMS – WE WOULD LIKE TO:

- Learn the skills we need to help us know what we'd like to do when we are older and be able to achieve all that we wish for.
- Work outside, learning in and about our environment and community, being fit and healthy.
- Enjoy giving 'fun hundred per cent' to our learning.
- Have classrooms which are bright and comfortable.
- Have our work and achievements displayed so that we can be proud of it.
- Feel included, supported, confident and listened to.
- Have good friends with everyone showing our school values.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Activities completed through 2019-20 included;

- **Teachers and other school staff** – collegiate meetings (see calendar), self-evaluation starter sheets Q.Is 2.3, 2.5, 2.7 and 3.1, PSA meetings (see minutes), monitoring throughout the year (see calendar), personal target and next steps set from training/professional dialogue, ASG Moderation of Art and Digital Literacy, Insets (see minutes), Curriculum Rationale review Feb'20, tri-weekly Google Meets during lockdown.
- **Parents** – Feedback through main parent meeting events in the hall March'20 and Oct'19, HT open forums termly, open morning Nov'19, parent workshop Jan'20, Parent Council termly, transition questionnaires, Parent survey during lockdown June'20.
- **Pupils** – Pupil Council leading Creativity element of School Improvement Plan including Creativity survey, Health and Wellbeing evaluation, focus groups Dec'19, P7 Cooking Project Feedback Feb'20, Pupil survey during lockdown June'20.
- **Partners that work with and support the school** – Soirbheas meetings termly and work with Cnocan Burriadh restoration, DYW Week feedback, Care Centre meetings, Education Scotland feedback, Rights Respecting Schools feedback.
- **Other schools with which we link** – ASG meetings

Session 19/20 has been extremely unusual, with the closure of schools taking effect from Monday 23 March and extending into the summer term. As a result some of our engagement with our school community about our Standards and Quality Report and School Improvement Plan had to be put on hold. For this year only therefore, we will be developing our documents with less consultation than is usually the case.

Our overall evaluation of the school's capacity for continuous improvement:

Our school's capacity for continuous improvement, like that of every school in the country, has been affected by the school closures caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work once the school re-opens will be to rebuild our capacity for improvement.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have worked on improvement projects designed to help us to address the priorities listed above. Our School Improvement Plan for session 2019/20 contains details of what we planned to do. This included the way that we used resources such as the Pupil Equity Fund to close the deprivation-linked attainment gap. Our plans were well underway, and some were nearing completion, but the school closures in response to Covid-19 means that we have been unable to complete all of our projects, or to evaluate their effectiveness in terms of outcomes for our school community. In session 20/21, our main focus will be on three key areas, in response to the extended school closures:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We will carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2020/21 Improvement Plan if we have capacity to do so and next session we will be able to state more clearly what difference we have made with our projects.

Acronyms used:

HGIOS – How Good is Our School
CPD – Continuous Professional Development
ASNT – Additional Support Needs Teacher
HT – Head Teacher
Mathematics
ASN – Additional Support Needs
QIO – Quality Improvement Officer
SIP – School Improvement Plan
GOOSC- Glenurquhart Out of School Childcare
PRD – Professional Review and Development
QIV – Quality Improvement Visit
Communication Handicapped Children
and P7

ASG – Associated Schools Group
PSA – Pupil Support Assistant
CAT – Collegiate Activity Time
STEAM – Science, Technology, Engineering, Art & Design,
QI – Quality Indicator
IDL – Interdisciplinary Learning
GTCS – General Teaching Council for Scotland
TLC – Teacher Learning Community
GUPS – Glenurquhart Primary School
SPP – Summary of Personal Progress
TEACHH - Treatment and Education of Autistic and related
SNSA – Scottish National Standardised Assessments for P1, P4
UNCRC – United Nations Conventions of the Rights of the Child

Q1 1.3

Leadership of change

Themes

- a) Developing a shared vision, values and aims relevant to the school and its community
- b) Strategic planning for continuous improvement
- c) Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".

- a) Enhanced Pupil Voice; increased creativity as a key focus of school improvement with Pupil Council children leading. Expanded self-evaluation activities using How Good is OUR school in all citizenship groups – allowing children to lead areas of this.
- b) Learning around Rights of the Child becoming more embedded throughout all areas of the school and forming the foundation of our Curriculum Rationale with children again taking the lead.
- c) Increased opportunities to share learning from professional learning to widen impact and share good practice.
- d) Gaelic teacher supported expansion of the Gaelic especially at nursery level. Gaelic promoted through display throughout the school and incorporated into our Curriculum Rationale and vision, values and aims.
- e) Early stage teacher researched and increased understanding of learning through play. Practitioner enquiry around 'Play at First level' completed by P2/3 and P4/5 teacher.
- f) All involved in evaluating an empowered system within Glenurquhart Primary and work towards strong, confident partnerships to lead learning and teaching.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- a) Pupil Council improvement plan poster shows ongoing evaluation with children demonstrating impact through their thinking books, pupil profiles and in response to learning experiences. Committee group minutes on school website demonstrate experience and learning. All committee groups also presented their aims and actions to parents during open morning in November '19. QIO commented on high quality of pupil engagement during visit in February. Glenurquhart Primary were finalist in both the Education Scotland Children's and Young People's Participation Award and also Learning for Sustainability Award.
- b) Children's Rights incorporated into all assemblies. Children demonstrating their knowledge of Rights throughout their work. Children's Rights incorporated into Curriculum Rationale – led by pupils – matching all areas of the school's work and curriculum to articles of the UNCRC.
- c) Collegiate Activity Time minutes demonstrate sharing professional learning and practitioner enquiry. Class monitoring records staff development from these. All staff researched and shared learning from different elements of our agreed 'What Makes a Good Lesson' with each staff member making personal action plans from this.
- d) Increased uptake of Gaelic nursery provision and confidence of staff in delivery. Displays around the school demonstrate bi-lingual nature of the school. Phrase of the fortnight promoting both French and Gaelic.
- e) Polaar testing taken up through the school to identify need and support interventions – expected impact was unable to be assessed due to lockdown. P1 teacher able to use planning time to take forward play provision in 2020/21 session.
- f) Staff evaluations, parent night consultations, HT Open forum records and pupil discussions around empowerment demonstrate where we are now and what we feel our next steps are. Planning adapted to online to support staff with this and homework focus shifted to online and increased home learning packages using Family Learning website. Science home learning packs created with parents and issued in term 3.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Introduce learning through play from August 2020 in Primary 1 ~ led by Primary 1 teacher.
- Children leading through citizenship groups in classes with each teacher leading a specific area and children sharing their learning through online, whole school assemblies.
- Increased role of children as advocates for their rights, taking action to claim them and promoting them to others, locally and globally – work toward Gold Rights Respecting Schools. Create a playground charter as part of this.
- Establish a Gaelic nursery within the school (possibly term 4.)
- Continue to take forward plans gathered just before lockdown towards an empowered system. Rebuild Science packs for reissue and use evaluation sheets to evaluate impact. Review with all.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure).

very good

QI 2.3

Learning, teaching and assessment

Themes

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment".

- Increased children's voice in what they would like to learn beyond personal learning targets through creative, open approaches to teaching and learning. Increased learner's opportunities and skills to lead learning. Begun use of new Key Assessment Task format, adapted by parents.
- Moderation activities across widening curricular areas this session including Art and Digital Literacy, linked with school improvement and evaluated the impact and next steps from these.
- Further developed thinking skills, making thinking visible beyond maths.
- Incorporated children's rights into the planning process.
- Revisited training on differentiation and questioning within lessons. Ensured differentiation and challenge are prevalent in more open-ended tasks associated with developing creativity.
Introduced developmentally appropriate questioning (Blank's) to supplement Bloom's questioning.
Further considered how we build on children's prior knowledge to continue to make sustained progress, ensuring a focus on learning in all lessons.
- Further enhanced creative and innovative use of digital technologies for all staff in line with rollout of Chromebooks e.g. use of Google Forms, Google Classroom, programming.
- Continued to develop the application of skills across learning activities, in meaningful and relevant contexts.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Children's thinking skills encouraged through Wonder of the Week, key questions in new subjects and focus on creative approaches to learning and teaching – shown in monitoring and planning conversations. New Key Assessment formats in place. Profiles show use of targets and children leading their learning in a more detailed and knowledgeable way. P5-7 self-directed learning projects over lockdown as an independent IDL focus. Mild, spicy and hot differentiation within subjects for personal challenge.
- Termly moderation using the Education Scotland moderation hub to support processes - minutes from these. Teacher's confidence in assessment judgements shown in evaluations of these activities and in discussion with Head Teacher. Good practice shared across ASG to increase consistent progress and evidence of this in teacher's plans.
- Creative thinking/logic thinking starters provided to all staff and used as morning starters – children's thinking books. Philosophical questions were posed weekly, including through lockdown, to encourage deeper levels of thinking and understanding of wider issues. Observations of teacher lesson demonstrating increased questioning.
- Interdisciplinary planners adapted to include UNCRC Articles focused on. 'Right of Week' adopted through lockdown and activities for home – demonstrated on Family Learning website.
- Staff creativity graphic equalisers with initial audit in August'19. All staff completed training on differentiation and blanks questioning with each teacher setting personal targets. Planning demonstrates the use of both this and Bloom's taxonomy to increase challenge and thinking skills.
- Lockdown meant that this was given prevalence. Many staff completed Google Level 1 course and all staff, teaching and non-teaching as well as children and families became familiar with the use of Google suite. Google Classroom used consistently throughout lockdown along with class blogs and school's Family Learning site. Chromebooks now being used consistently in P4-7. Gaelic class also submitted a film to the FilmG competition encompassing new skills from drama, creativity, problem solving and digital skills as well as, our local contexts.
- Skills Academies embedded. Children more able to discuss the skills they are developing within learning conversations.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Following lockdown, re-establish a positive learning environment in the school where the children continue to feel safe with caring relationships and a motivation to learn – underpinned by children’s rights.
- Daily Literacy activities as tied in with Literacy recovery curriculum.
- Use of Picture News for Literacy focus, creativity and philosophical questions, citizenship, current events and right of the week.
- Targetted maths support groups utilising PEF. Continued use of Highland Numeracy progression and processes.
- Review previous teacher training and personal targets set from previous sessions on differentiation and questioning to take forward in current session.
- Continued termly conversation and learning reviews (what’s stuck with me) ongoing including target setting as part of profiling process. Continue to review learning conversations within classes to ensure the best impact from these.
- Formative assessment ongoing in class and summative assessments to establish new baselines and gaps – P2-6 (any requiring in P7) Salford reading, Common words, P3-7 Blackwell Spelling, P1-2 Polaar, P1-2 Reading sight words, All Numeracy diagnostics, Health and wellbeing indicator wheels, SNSA to be completed early following October break as a diagnostic.
- Continue termly moderation in school and across ASG.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure).

good

QI 3.1

Ensuring wellbeing, equality and inclusion

Themes

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Ensuring wellbeing, equality and inclusion".

- a) Equality and diversity and Children's Rights linked to interdisciplinary planning.
- b) Further build children's resilience and abilities to self-regulate and manage challenge.
- c) Work towards Rights Respecting Gold Award.
- d) Work towards Fair Active Award.
- e) Review approaches to recording and responding to bullying in line with new guidance from Highland Council and review behavior policy to tie in with children's rights. Restorative Practices training.
- f) Continue to promote learning outdoors and review how to ensure progression within this.
- g) Using feedback from previous health weeks, wider aspects of health were considered this year including introduction to emotion works, sleep, relaxation and drinking water. All Primary 7s were the first in Scotland to be defibrillator trained also. A wider use of partners also enabled links with skills for life and work.
- h) Staff training on a wider variety of subjects related to safe-guarding e.g. Female Genital Mutilation
- i) Ensured ongoing opportunities for achievement and equity of support throughout lockdown.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- a) Planning formats demonstrate these with teachers and children's increased knowledge of these. Continued weekly focus in all classes on equality and diversity with Head Teacher and ongoing through assembly foci – shown through discussions with the children.
- b) Introduced emotion works programmes with the children beginning to show an increased ability to recognise and discuss their emotions.
- c) Gold rights respecting evaluation. Rights respecting group blog and assemblies showing actions and review of these.
- d) Fair Active Award achieved.
- e) Behaviour policy reviewed (ongoing) with class charters replacing Good to be Green system. High level of behaviour shown within the school. Parent review of bullying at parental engagement event in March shows parents are happy with school work around anti-bullying. Restorative Practice script.
- f) Each class taking a different focus and level for outdoor learning. Unfortunately, forest schools approaches linked with PEF and planned for February onwards were unable to go ahead. Woodland Trust Silver award achieved for outdoor learning and Eco green flag with all classes being involved.
- g) Health Week displays and feedback from these evidence looking at sleep had the biggest impact and emotion works was really enjoyed. Health and wellbeing indicators wheel with all children, reviewed bi-annually as part of profiling process and records showing improvements made and steps taken for support.
- h) Online training opportunities throughout lockdown offered – teacher's own professional development records.
- i) Records from lockdown and feedback from parents recognising support and through lockdown questionnaires preparing for return. Four contexts for learning record along with Jamboards celebrating achievements and challenges completed.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Continue work with Emotion Works recovery programme to increase resilience. Ensure earlier coverage of Resilient Kids programmes linked within this. Increased work to support children with relaxation – Calm a Class training. Conflict resolution as a whole school through assembly and focused on in upper stages. Review restorative practices.
- Increase children’s understanding of disabilities e.g. Autism. Training on Quest and Q Skills for ASN staff.
- Introduce Global Goals within learning for sustainability and continue widening of focus on different cultures, linked with learning in RME and global citizenship (term 3/4 focus.)
- Ongoing work on behaviour and anti-bullying linked with school values and children’s rights.
- Continued promotion of outdoor learning and further training to ensure progression and widening knowledge and understanding. Work towards Gold Woodland Trust Award (infant citizenship group.)
- Update child protection training for all staff.
- Digital safety focus in all years – work towards Cyber Resilience and Internet Safety award.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure).

very good

Q1 3.2

Raising attainment and achievement

Themes

- a) Attainment in literacy and numeracy
- b) Attainment over time
- c) Overall quality of learners' achievement
- d) Equity for all learners

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement".

- a) PEF plan saw various changes due to staffing changes early in the session and lockdown preventing secondary plans from going ahead. However, opportunities for enhanced provision specifically around Drama offering achievement in areas out with curricular saw increased training for staff, drama workshops for children and the whole school involved in preparing for Pirates of the Curry Bean performance. Lockdown highlighted the children's ability to adapt to change and support from work around resilience and emotions.
- b) Extended Emerging Literacy training up the school and considered approaches to learning through play.
- c) Further developed creativity and innovation to raise attainment.
- d) Further embedded skills development and considered tracking of this to ensure progress.
- e) All staff engaged with professional dialogue to analyse data and their abilities to do this so as to improve outcomes for learners.
- f) Continued use of accreditation where appropriate, to support progression, recognise and celebrate achievements and ensure that achievement opportunities are more challenging as children progress through the stages.

Question 2

How do we know? What evidence do we have of positive impact on our learners

- a) PEF plan shows planned activities and expected outcomes. Teacher training records, staff plans, class blogs.
- b) Polaar assessments completed for identified children to support with closing attainment gaps. Play approaches researched by infant teacher allowing them to start learning through play fully in August 2020.
- c) Sharing learning in different ways through lockdown especially e.g. Book Creator. Children's understanding of creativity enhanced through pupil leadership of this ~ pupil improvement plan, assembly presentations, posters created and pupil focus groups.
- d) Skills progression in place. Profiles evidence children's understanding of skills through setting their own targets. Skills academies records enabled focus on children's choice of skills and tracking of achievement within these.
- e) Tracking documents and records of attainment meetings recognise staff's increasing confidence in gathering and understanding data in order to raise attainment and achievement.
- f) Accredited achievement this year include; finalists in Education Scotland Award for both Children's Participation and Learning for Sustainability, Woodland Trust Silver Award, VEX IQ Robotics coding judges choice award, Fair Active Award as well as various sporting achievements in shinty and football mainly. Blogs, newsletters and media show celebration of these. Within school there was also the Gaelic Film G entry, HT Writing challenges, lockdown fortnightly challenges and personal achievement through involvement in Pirates of the Curry Bean.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Renewed PEF plan with opportunities utilised as early in the year as possible. Monitoring and tracking and dialogue used to closely evaluate ongoing impact from this.
- Continue to develop pupil's understanding of their place as global citizens – looking at Global Goals alongside Rights Respecting Schools. Whole school focus on Global Citizenship, if appropriate depending on Covid situation, from term 3 onwards.
- Continue to look outwards and research approaches used in other schools ~ Head Teacher involvement in Excellence in Headship Stretch Programme – systems leadership.
- Continue to look for opportunities to utilise accreditation where appropriate, to recognise and celebrate achievements and ensure that achievement opportunities are more challenging as children progress through the stages ~ Gold Rights Respecting Schools, Fairachiever Award, Woodland Trust Gold Award, Emotion Works accreditation, Cyber Resilience and Internet Safety.
- Embed and continue to review work in maths to continue to raise attainment. Agree approaches to teaching a maths lesson. Principal Teacher involvement in Northern Alliance P7 maths moderation project using Google forms as formative assessments.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the school closure).

good

KEY THEME

from QI 2.2

Curriculum

Theme 3

- Learning pathways

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathways".

- a) Incorporated Creativity and Rights into curriculum planning.
- b) Progressions for expressive arts reviewed. Art progression in place and focused on in term 1 (to be reviewed.) Drama progression begun (did not develop fully as company we working with went into administration prior to completion.)
- c) Tracking development of skills from citizenship groups and over time from skills academies.
- d) Continued to develop links with DYW with a focus on history and heritage this year alongside the local restoration of Cnocan Burraidh.
- e) Further enhance knowledge, understanding and skills in digital literacy.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- a) Children's creativity improvement plan and traffic lighting of this throughout the year. Staff training and planning and attainment meetings showing how this has been taken forward. IDL Planners.
- b) Online progressions in place and used through planning for learning, teaching and assessment.
- c) Profiles demonstrate skills looked at through skills academies.
- d) P6/7s DYW research and presentations around history and heritage professions linked with local restoration of Cnocan Burraidh.
- e) Lockdown opportunities – recording in Google Classrooms, four context overviews, school blogs and family learning website.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Continue to develop link between profiling and DYW throughout all years in the school.
- Review tracking of skills across the school and progression of these.
- Review creativity elements from last session involved in principles of curriculum design, planning, learning, teaching and assessment.
- Consolidate expressive arts progressions and consider progressions for digital literacy and RME.
- Increased focus on global citizenship to further develop learning for sustainability.

KEY THEME

from QI 2.7

Partnerships

Theme 3

- a) Impact on learners (focus on parental engagement)

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Partnerships – parental engagement".

- a) Continued to identify partners within the action plan for future school improvement priorities as per 'Engaging with Partners' poster. This ensures we add value and expertise to learning and offer a wide array of opportunities to learn in a variety of contexts and develop further skills for learning, life and work. Work with Soirbheas considerably improved this session highlighting opportunities for engagement with various partners in the community. Partners regularly invited to parental engagement sessions to support and extend community working.
- b) Increased Gaelic partnerships as this extends within the school ~ links with Gaelic nursery and through involvement in Film G, Spors Ghadhlig, local tourist industry and Hùb Hàb. Various Gaelic links also highlighted for support during lockdown e.g. Stòrlann, BBC Alba, Comann nam Pàrant Nàiseanta
- c) Further utilise Chromebooks in the upper stages to share learning with parents and continue regular opportunities for parents to view learning in the school e.g. open afternoons.
- d) Further increased parental engagement. Provided parents with further information on Curriculum for Excellence as part of the profiling process. Begun use of new Key Assessment Task proforma ~ formulated with parents. Re-established Parent Council and reflected on it's partnership with the school and how parents can be fully engaged through working together.
- e) Parents involvement continues to be very high with more parents coming into the school to support various aspects of the curriculum including baking with the children, reading, writing, digital literacy, languages and DYW as well as, to support with afterschool clubs e.g. athletics, football and chess.
- f) Monthly engagement with care centre to support intergenerational learning.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- a) School improvement plan and teacher's own interdisciplinary plans identify partners at the outside and how these may be utilised. Community meeting minutes. Parent consultation meeting – Siorbheas attended in March and surveyed parents around the idea of a walking bus.
- b) Gaelic class blog and teacher's plans and evaluations demonstrate use and children's profiles show impact.
- c) Children's profiles moved online to Google Site in P5-7 allowing ongoing engagement with parents. All children used Google Classroom over lockdown. Family Learning website set up to support parents in involvement of learning together at home. Lockdown surveys.
- d) Parent engagement sessions in September and March evidence and next steps from this feeding into school improvement. Class blogs and Family Learning website providing Curriculum for Excellence information and guidance. Parent Council minutes highlighting discussions, actions and impact. HT Open Forum meeting records showing positive feedback form wider parent forum.
- e) Parental volunteers leading to increased opportunities for participation.
- f) Timetable for engagement – all classes participating. School blogs showing outcomes and profiles highlighting impact.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Re-design parental engagement especially when parents are unable to come into the school building.
- Establish digital methods of engaging with partners so that we can still utilise these opportunities.