



SCHOOL STANDARDS AND QUALITY REPORT 2020/21



Standards and Quality Report

School(s): Glenurquhart Primary School

Head Teacher: Kerrie Laird

Date submitted: August 2021



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 four composite classes, a straight P1 and one Gaelic Medium class. As of May 2021, we had 121 children enrolled, 113 children in English Medium and 8 in Gaelic Medium. Our roll has been increasing significantly due to new housing developments in the area and continued placing requests received. This results in significant class changes throughout the year e.g. seven Primary 4 children joined us throughout this year. 97% of children live in SIMD Decile 6 and 7 and 12% of our children are registered for free school meals, which we received £17,974 of Pupil Equity Funding for in 2020-21.

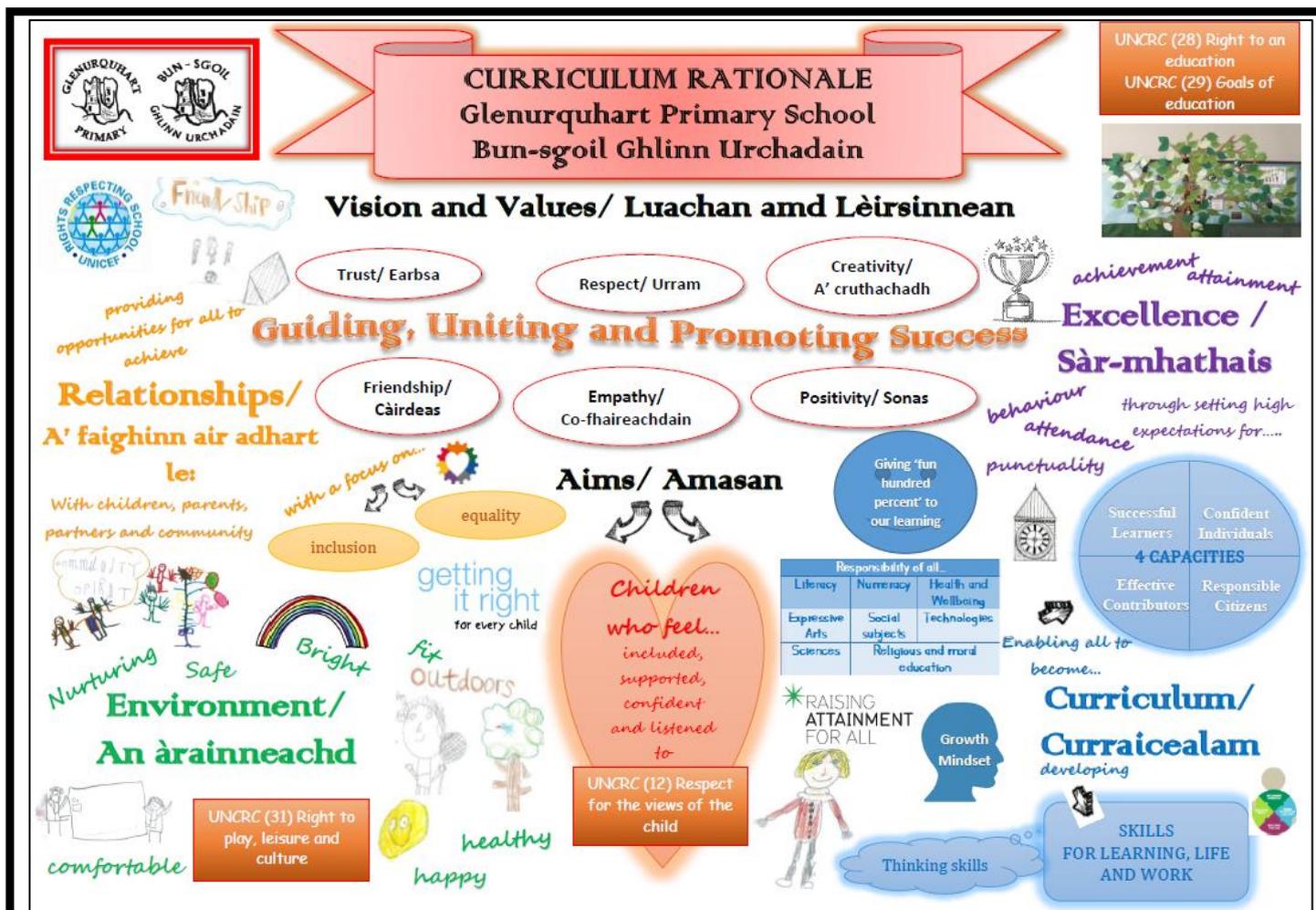
The Head Teacher, Kerrie Laird was appointed in August 2016 and a Principal Teacher, Kirstine Mullin from within the staff in September 2016. There had been a considerable period of instability in leadership within the school prior to this. We have an enthusiastic and committed teaching and support staff, most of whom have worked in the school for many years and many also live within the local community. We have a newly qualified teacher, Mr Marshall, in P2/3 this year. 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 in April 2020 but has settled well into the staff team, with the children and parents. We are currently looking to extend our provision to include Gaelic Nursery.

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 in previous 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 with ongoing reflections and alterations completed since with all stakeholders to produce the poster below, make it bi-lingual and include 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 2020-21 included;

- **Teachers and other school staff** – this has been more difficult this year due to meetings all having to place digitally as well as, staff spending time adapting to the changes in teaching and learning following lockdown. Collegiate meetings (see calendar and minutes), self-evaluation (see calendar), personal target and next steps set from training/professional dialogue, ASG meetings, Insets (see minutes), weekly meets during lockdown.
- **Parents** – Due to parents not being allowed in the school throughout this year, feedback has been through online engagement or informally at school gates mainly. Parent Council termly, Parent survey during lockdown June'20, parent meetings March 2021.
- **Pupils** – Pupil survey June'20, return to school class questionnaires September 2020, feedback through discussion informally with Head Teacher, Google Classroom feedback, in class feedback to teacher.
- **Partners that work with and support the school** – mainly through email, links with Care Centre to plan input and support, Soirbheas to review and support ongoing improvement, partners to support improvement targets e.g. tree planting.
- **Other schools with which we link** – Primary ASG meetings weekly since return after January lockdown – see minutes as well as, linking with Secondary where necessary.

Session 20/21, like session 19/20, has been extremely unusual, with periods of remote learning affecting our provision. This has affected the way we would be normally engage with our school community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session, as we did last session. As a result, we will be developing our documents with less consultation than is usually the case. We hope to be able to return to fuller consultation in session 21/22.

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

Our capacity for continuous improvement, like that of every school in the country, has been affected by the periods of remote learning and other disruption 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 in session 21/22 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

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 mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2020/21 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 20/21 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 21/22, our main focus will therefore continue to be on three key areas:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We may carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2021/22 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

QI 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 periods of remote learning 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) Focus was given to recovery following school closures following the Highland Council recovery programmes and working closely with our Primary ASG colleagues.
- b) Introduced learning through play in August 2020 to Primary 1, with Primary 1 teacher taking the lead and support from ASG Early level leads. This provided the children with more opportunities to explore and lead their learning.
- c) Citizenship groups were continued in class bubbles due to Covid restrictions with limited impact due to this. Children led through these in a reduced capacity. Their voice was also gathered through questionnaires on feedback from lockdowns resulting in changes to playground provision mainly. Learning was shared by the upper class through assemblies.
- d) We have continued to embed learning around Rights of the Child, linking this with weekly current affairs topics through Picture News. Through a whole school focus on the Sustainable Development Goals, the children took action to claim their rights. Children supported the creation of a playground charter and an anti-bullying charter.
- e) New staff welcomed through weekly online meetings during lockdown. Staff continued to share learning from professional learning to widen impact. This was especially evident throughout lockdowns and following them to ensure collaborative support for the many new ways of teaching and learning, especially related to digital literacy. All staff continue to be involved in ongoing self-evaluation processes.

Question 2

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

- a) Teacher plans, minutes of meetings/training, school newsletters and website sharing this with parents.
- b) Primary 1 blog, Primary 1 teacher and HT CPD records, Support meeting records with ASG lead, P1 plans.
- c) Feedback posters, assembly screenshots, speaking with children, class blogs.
- d) Rights Respecting Schools evaluation for Gold, P6/7 class blog and children, teacher's plans and class blogs, Focus Fortnights planners, Family Learning site, actions taken in community, playground charter and anti-bullying charter.
- e) Meeting and training minutes, staff CPD records, meet timetables, PRD meetings, staff annual reviews.

Question 3

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

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

- Continue work to embed and improve practice in 'playful learning', initially to build more confidence at Early level before consideration to moving throughout the school. Further develop Early level outdoor learning (garden area.) Establish structured planning and assessment formats linked with experiences, space and interactions from Realising the Ambition.
- Re-establish cross school citizenship groups and pupil voice as part of these. Linking with community members where possible and building local, national and global actions.
- Maintain and enhance actions around Rights of the Child as detailed in evaluation.
- Establish a Gaelic nursery within the school.
- Continue to take forward plans gathered just before initial lockdown in 2020, towards an empowered system and review with all. From this, continue to review and support staff leadership projects.
- Engage with new General Teaching Council for Scotland's Standards for teachers and leaders and consider how these are reflected in our practice.
- Revisit vision, values and aims with all stakeholders.

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 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 periods of remote learning 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".

- Following lockdowns, we re-established a positive learning environment in the school where children continued to feel safe with caring relationships and a motivation to learn – underpinned by children's rights.
- Daily Literacy and Numeracy activities tied in with the Highland Council recovery curriculum ensured a focus on skills to build learning.
- Picture News resource was used in the majority of classes to enhance listening and talking, creativity, philosophical questioning, citizenship, current events and rights. This was continued through lockdown and weekly in Family Learning through home activities posted weekly and a 'Wonder of the Week' questions along with activities related to a 'Right of the Week' focus.
- Continued targeted maths support groups utilising PEF. Using Highland Numeracy progression and processes to support this.
- Reviewed previous teacher training and personal targets set from previous sessions on differentiation and questioning to take forward this session.
- Continued termly conversation and learning reviews (what's stuck with me) ongoing including target setting as part of profiling process.
- Formative assessments ongoing in class and summative assessments used 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 completed early in P4 and P7 following October break. This enabled us to use this as a diagnostic and consider how best to close gaps.
- Further enhanced digital literacy and confidence in it's use with all staff, many children and some parents. All staff completed recorded teaching sessions through term 3 lockdown following an assessment of need and what was right for our context.
- Moderation within the school continued through joint planning and assessment. Head Teacher's across the ASG continued to moderate learning, teaching and assessment especially related to impacts from Covid-19. Principal Teacher involved in Northern Alliance P7 maths moderation project using Google forms as formative assessments.

Question 2

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

- Pupil feedback questionnaire June'20, Pupil focus group posters September '20, informal discussions with children and parents.
- and c) Teacher's plans, meeting minutes, Family Learning site, weekly timetables.
- PEF plans, timetable for PEF teacher, Numeracy diagnostic assessment (assessment tracker.)
- Staff meetings and plans – Staff CPD records
- Pupil profiles
- Assessment tracker
- Teacher plans, Google Classroom, online work.
- ASG meeting minutes. Moderation minutes, teacher CPD records.

Question 3

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

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

- Rebuild a whole school ethos and sense of community.
- Assess parental engagement with family learning and build forward plan together.
- Review planning, teaching and assessment of Interdisciplinary questions, linking with global citizenship, RME and 'big questions' that can be used to apply learning and enable children to take the lead. Tied in with a re-evaluation of Key Assessment Tasks and consider in application of skills.
- Further embed work around Creativity and Digital Literacy.
- Continued termly conversation and learning reviews (what's stuck with me) ongoing including target setting as part of profiling process to support children's leadership of their learning. 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 – see Assessment Model.
- Re-establish moderation with wider staff across the ASG and wider afield.

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 periods of remote learning 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".

- Ensured a focus on wellbeing throughout this year. During second lockdown in Term 3, using evaluations from previous lockdown to consider best way forward. Built a Hub within the school to support vulnerable and key worker children building in processes that made the school a safe and supportive environment for the children who attended. Communication was kept with all vulnerable children and families and support given throughout the year when necessary.
- Continued work with Emotion Works through completing recovery programme to increase resilience and children's understanding of their and others emotions. P6/7 received runners up and highly commended awards from Emotion Works. Inside Out characters used to introduce in P1 stages. All classes completed poetry related to this.
- Completed Resilient Kids programme at P7 stage.
- Increased work to support children with relaxation through 'Calm a Class' training – activities completed daily in most classes and work linking to blue cog regulation strategies from Emotion Works completed in P6/7.
- Supported conflict resolution as a whole school through assembly and focused on in upper stages.
- Introduced Global Goals to all classes within learning for sustainability and continued widening of focus on different cultures through Focus Fortnights.
- Ongoing work on behaviour and anti-bullying linked with school values and children's rights. All classes contributed to both the creation of an anti-bullying and playground charter, closely linked with children's rights.
- Continued promotion of outdoor learning and further training to ensure progression and widening knowledge and understanding – limited to school playground mostly due to supervision limits with Covid. Achieved Gold Woodland Trust Award.
- All staff updated their child protection training.
- Weekly awareness days highlighted through weekly timetable and provided opportunities for more in-depth learning through Family Learning site.

Question 2

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

- Teacher records, discussions with staff and children, parent and teacher feedback questionnaires from June and September'20. Child plans.
- Children's emotional check-ins using more detailed vocabulary. Awards achieved. Comments on blog from Emotion Words founder. P6/7 class blog reflections, P2/3 class displays and blog, whole school poetry displays. P1 pictures completed and use of this in class. Google Classroom work, exit tickets
- Teacher plans, display and pupil feedback.
- Teachers CPD record and class plans, teacher annual reviews.
- Upper stage plans and assembly timetable.
- Focus Fortnight planner, Family Learning site, class plans, whole school display.
- Anti-bullying display and charter, playground charter, assemblies.
- Award, Woodlands Focus Fortnight planner, class blogs, teacher plans, Google sheets P6/7, P1 teacher CPD – Wonderlust training.
- Staff CPD records and certificates.
- Weekly timetables, Family Learning site, News blog.

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.

- Embed Emotion Works in discussion and make links across the curriculum e.g. RSHP, Global Goals for lasting impact.
- Link class charters in first term with other charters around the school, Global Goals and Emotion Works.
- Use of playground cogs more tying in with work to embed playground charter and with PSAs.
- Develop more Gaelic links (language translation difficulties) with Emotion Works and Calm a Class. Work with BSGI for support.
- Convert orange cog emotion words into Gaelic, French as well as, Mandarin for EAL within the school.
- Increase children's understanding of disabilities e.g. Autism, Dyslexia. Training on Quest and Q Skills for ASN staff.
- Review restorative practices tied in with embedding playground anti-bullying charters. Create an overall positive behaviour policy.
- Re-introduce whole school assemblies to embed work across the school with Citizenship groups leading (re-establish Wellbeing Citizenship group.)
- Audit Outdoor Learning including loose parts. Further develop P1 garden. Complete training to enable whittling tools as provided through Learning through Nature award. All classes to complete outdoor learning awards – John Muir/RSPB in term 4.
- Ongoing termly input for Child Protection and safeguarding with HT. Update Child Protection for all in August Inset.

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 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 periods of remote learning 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) All classes focused on the recovery programme with Literacy, Numeracy and Health and Wellbeing priorities throughout this year. Ongoing assessments were completed (as per Assessment Model) to identify gaps and then children were supported with these. Covid friendly numeracy assessments have been adopted. SNSA for P4 and P7 were also completed earlier this year to allow us to use these more as a diagnostic tool. Termly trackers and attainment meeting ensured ongoing focus on support where required.
- b) Renewed PEF plan utilised to support targeted children to bridge gaps in Literacy and Numeracy. Due to Covid restrictions this session, this had to be completed in blocks which we assessed to have less impact than weekly shorter inputs. Outdoor learning provision has been made equitable through the provision of outdoor clothing. Calm a Class training has had the biggest impact through supporting
- c) Continued to develop pupil's understanding of their place as global citizens – looking at Global Goals alongside Rights Respecting Schools. All children completed 'Wee Flags of Change' in first term. HT is part of Global Teacher's Forum. Whole school focus on Global Goals through Focus Fortnight in term 4. Picture News current affairs resources were utilised weekly to provide children with real-life contexts and develop their critical thinking skills.
- d) Continue to look outwards and research approaches used in other schools ~ Head Teacher involvement in Excellence in Headship Stretch Programme – systems leadership. HT is also part of Global Teacher's Forum and Scottish Educators Connect. Senior level teachers have taken part in Emotion Work networks and infant teacher in Play networks. P5/6 teacher has completed drop-in sessions for Digital Literacy and Gaelic teacher has been part of Gaelic Social Enterprise Academy and Learning for Sustainability through HowDec.
- e) Continued to look for opportunities to utilise accreditation where appropriate – achieved Picture News Impact award, Emotion Works runner up and highly commended, Gold Woodland Trust Award, Sumdog and Gaelic class were runners up in Gaelic Social Enterprise. Ongoing work towards Gold Rights Respecting Schools award, Digital Schools and Cyber-resilience Awards and Fairachiever awards which should be achieved early next session. Supported active participation in their community through these links as well as, ensuring ongoing links with the local care centre including raising funds through Gaelic Social Enterprise – GMTs.
- f) Worked closely with High School, Nursery and local providers to ensure transition could be as robust as possible. Ongoing online engagement was also established as early as possible.

Question 2

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

- a) Teacher plans, attainment tracker and meeting minutes. Assessment results.
- b) PEF plan and evaluation, teacher plans, class blogs, discussions with children, attainment tracker and discussions.
- c) Focus Fortnight planner, class blogs, teacher plans, teacher annual overviews, Family Learning site, Google Classroom.
- d) Teacher CPD records, PRDs, teacher annual overviews.
- e) Award evaluations and action plans. School blog, feedback from community members. Work on GMTs (Gaelic Social Enterprise.)
- f) Transition timetables and meeting minutes.

Question 3

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

This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.

- PEF funding – consideration given to supporting staffing, continued targeted support to be weekly where possible. Further utilise home learning packs created previously to support increased parental engagement.
- Support building ASN networks and collaboration across ASG and wider where possible (for PSAs and ASNT.)
- Audit and evaluate work towards raising numeracy attainment, embed previous training ~ build next steps.
- Increase writing attainment.
- Re-establish 1+2 working group.
- Review Equality and Diversity policy in line with work on rights and charters created.
- Continue accreditation work – Rights Respecting Schools, Digital Schools, Cyber resilience and safety, Fair Trade – consideration to ASN accreditation.

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 periods of remote learning 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) All classes focused on the recovery curriculum developed with Highland Council. In the final term, Focus Fortnights were trialed to build back in a broader curriculum focus. These were based around the four contexts for learning, building skills and enabling a whole school ethos, sharing of learning and celebration of achievements.
- b) Further enhanced knowledge, understanding and skills in digital literacy – working to create a Digital Learning Strategy.
- c) Continued focus on outdoor learning and learning for sustainability.

Question 2

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

- a) and c) Teacher plans and meeting minutes, class blogs. Focus Fortnight planners, class blog, Family Learning site, teacher annual reviews.
- b) Teachers CPD records, online work from children, Digital Learning Strategy (draft.)

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 (linked with consideration of IDL planning, teaching and assessment.)
- Review creativity elements from 2019/20 involved in principles of curriculum design, planning, learning, teaching and assessment.
- Audit/update HWB programme in line with updated RSHP progression.
- Consolidate expressive arts progressions and consider progressions for digital literacy and RME in line with philosophical enquiry, global citizenship, SDGs and children's rights. Complete Digital Learning Strategy and Fairtrade Policy.
- Increased focus on global citizenship to further develop learning for sustainability.
- Re-establish languages culture in the school, ensuring all children receive their 1+2 entitlement, promoting the value of language learning. Possible 'Languages for employability' award through SCILT. Re-establish links with school in France and pupil language ambassadors.
- Review Curriculum Rationale.

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 periods of remote learning 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. Continued work with Care Centre.
- b) Established digital methods of engaging with partners – Google Classroom, Family Learning site and school News blog highlighting new items on this weekly.
- c) Continued links with community volunteers through inviting them to our weekly online assemblies.

Question 2

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

- a) School improvement plan, care centre feedback.
- b) Google classroom, Family Learning site, News blog
- c) Weekly assembly records.

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.

- Review parental engagement including Family Learning packs and site.
- Refreshed Parent Council following AGM in September.
- Rebuild links across our community.