



Standards and Quality Report

School: Strontian Primary School

Head Teacher (Acting): Christopher Millar-Craig

Date submitted: June 2019



Context of the school:

Strontian Primary School is situated in the small village of Strontian in the Sunart area and is part of the Ardnamurchan ASG along with Acharacle, Ardgour, Kilchoan and Lochaline primaries and Ardnamurchan High School. The school has a nursery class for 3 and 4 year olds which currently operates morning sessions only. The projected roll for 2019/20 is 19 including 4 nursery children.

Strontian Primary School is in a very exciting stage of its history as in October 2018, it moved in to a brand new community built, and owned, building adjacent to Ardnamurchan High School. The former Head Teacher left the area shortly after, but not before a return visit from HMIE (in September 2018) gave very positive feedback on the progress and improvement of the school. However, technically as there was no permanent replacement Head Teacher in place at that point, the school is not fully signed off and the Local Authority will have to submit a final report in due course.

The Head Teacher of Ardnamurchan High School has been in charge of the primary school on an acting basis since November.

The community is being consulted on a possible move to a 3-18 campus model and in the interim the school is staffed on a temporary basis. However, with an experienced and dedicated teacher for the P 1-4 class and an enthusiastic and hard-working probationer in the P5-7 class, the school has continued to improve over the last 7 months.

Due to the temporary nature of appointments at present, this report is based on last year's improvement plan and the HMIE letter issued in 2018

School Vision, Values and Aims:

In consultation with staff, pupils, parents and partners we are currently reviewing and updating our vision, values and aims.

Our Vision

A school where staff, pupils, parents and the community work together to inspire learning and achievements in all pupils.

Our Values

Goodness and integrity; empathy and compassion; a sense of identity and self-esteem; value and respect for diversity; a commitment to justice and fairness; concern for the environment; a belief that by their actions people can make the world a better place.

Our Aim

To enable children to become successful learners, confident individuals, responsible citizens and effective contributors and to be able to serve the world with their gifts.

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

Participants	Engagement details
Teachers and other staff, including ELC staff	<i>Collegiate meeting with primary staff 28/05/19</i>
Parents	<i>Parent Council Meeting 26/06/19</i>
Pupils	<i>Pupil Council meetings – 8.1.19, 9.1.19, 22.1.19, 6.2.19, 5.3.19,25.3.19,15.5.19. – record of meetings in foyer/Pupil Council Noticeboard along with Eco-Committee and Enterprise Committee Board.</i>
Volunteers working in school (such as parents taking after-school activities, 3 rd sector engagement etc.)	<i>TBC – discussions with parents helping with Skills clubs and HLH partner involvement will follow.</i>
Other partners	<i>Meeting/Review re wraparound spelling with L McGinlay (Literacy/PEF) 16/05/19 Also TBC discussions with support services once ASN allocation is clear will follow shortly.</i>
Associated Schools Group	<i>Mini-ASG/SIP priority meeting following ASN meeting at Ardgour 07/05/19</i>

Review of School Improvement Work against the National Improvement Framework Priorities

What have we done to close the attainment gap?

Relevant Improvement Priority title/ Pupil Equity Funding project/ Scottish Attainment Challenge additional funding project:

Impact and data

The allocation of budget for the Pupil Equity Fund has been very small due to the very limited number of children to whom this applies. However, we have focussed on interventions for a small number of targeted pupils on Lifeboat Spelling. We have observed improvement, not just in spelling but in writing sentences.

PEF money has also been spent on Wraparound spelling which both members of staff have been using with their classes. Tracking data shows all pupils, unless working on separate targets within a child's plan, are either achieving or working within their appropriate age and stage.

Sumdog numeracy, reading and spelling are used daily in school at home on chromebooks to support skill development.

Our recent P5-7 residential (June 19) in partnership with ASG schools has benefitted all our pupils as well as target pupils to develop their social skills and their ability to work together supportively. They have developed Health and Wellbeing skills in their outdoor activities such as water sports, and land-based activities such as mountain biking and archery.

What have we done to raise attainment, particularly in Literacy and Numeracy?

Relevant Improvement Priority title:

Impact and data

HIMe reported in January 2019 (*updates in italics*)

Recently, the school's development work on phonics has had a positive impact on pupils' confidence in literacy, particularly within reading and writing. Baseline diagnostic assessments in the upper class have allowed the teacher to group children and plan appropriately to meet the needs of pupils. We will continue to develop this further in the next academic year and carry out baseline diagnostic assessments as appropriate. Highland numeracy assessments continue to be used by current staff as a baseline for grouping children and progression. The New Zealand Maths recovery programme (in upper class) and Active learn is used across the school to support learning. Numbertalks are used regularly in the P1-4 class.

In numeracy, pupils have become more confident in using a wide range of strategies to mentally calculate and are no longer solely reliant on formal written methods. This will continue in the next session. Baseline assessments have been carried out to inform planning, teaching and assessment.

Collegiate analysis of data has been used to inform professional teacher judgement in terms of tracking, assessment and planning.

Learning conversations are well established in the upper class, with children now more confident in discussing and reflecting upon their next steps and their learning. This will be further developed by creating opportunities for self and peer target setting and reflection, including development within the infant class and parental involvement

Sumdog numeracy and reading and spelling are now used regularly in school and at home on Chromebooks to support skill development in these areas. Sumdog Level 3 has been purchased to further challenge some pupils as appropriate.

Khan Academy has been set up, and is used, for individual pupils needing a challenge and also to aid assessing/tracking. Staff have used Blackwell spelling tests to establish baselines and as an assessment to evidence progression from wraparound spelling.

Toe by Toe reading assessments have also been used to give more accurate reading age for grouping children appropriately. All pupils have shown an improvement in line with, or beyond the expected age, in the last 3 months.

Tracking data shows all pupils, unless working on separate targets within a child's plan, are either achieving or working within their appropriate age and stage, and some beyond in reading and maths.

What have we done to improve children and young people's health and wellbeing?

Relevant Improvement Priority title/ school project:

Impact and data

With the move to a 3-18 campus model with Ardnamurchan High School, Strontian Primary does not have its own gym hall. However, two timetabled periods are allocated per stage to primary pupils in the sports hall and pupils therefore have access to this excellent resource for physical exercise.

The new primary school has its own MUGA and play area, which still requires finishing, provides a significantly improved play environment for children. Pupils take full advantage of the space and resource for active play at break and lunch whatever the weather.

Other sporting opportunities include:

- Shinty training which many pupils are involved in
- Involvement in Lochaber sports
- Peninsular sports (Strontian Primary won the mixed relay this year)
- Swimming lessons (whole school)
- Skiing (in partnership with ASG schools)
- Daily mile (weekly focus)
- Badminton Coaching

Pupils from the High School have been involved in training and PE sessions on a voluntary basis and in agreement with Secondary staff

Pupils have the opportunity to take responsibility through various committees; Eco committee, Pupil council and enterprise committee. There is a clear and simple Whole school positive behaviour agreement with children.

The school Nurse provides Sex education to P6 girls, P7 Girls and P7 boys and Internet safety is also a focus through Chromebook rollout this year and the school links with the police and other partners over this. And Use is made of CEOP and Think You Know resources.

We make use of NSPCC partners for an annual assembly and workshop for P6&7.

The school promotes a Growth Mind-Set (in both classes) – where positive behaviour and attitudes, ambition, motivation and self-belief are being embedded. Bounce back approach is used to support positive emotions and making good choices.

Pupil successes including wider achievement are celebrated through whole school assemblies as well as on class dojo and De Tha Dol and the EPIC (Every Person Is Celebrated) Achievement Wall. The school's annual Celebration of Success ensures that all children are celebrated.

What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?

Relevant Improvement Priority title/ school project:

Impact and data

The DYW agenda manifests itself through various embedded responsibility opportunities such as the Eco schools' committee, the Pupil Council, and the enterprise committee. The skills club on Friday mornings, formally called 'Epic Friday' also gives pupils the opportunity to develop their skills and reflect on wider achievement. IDL opportunities also permeate learning activities (e.g. for Key Assessment Tasks).

Visitors also enhance pupils' learning experience and give them a taste of the jobs different people in the community do. These include, Whole-school assemblies by the local Minister, outdoor learning with the HLH countryside ranger, visits from the dental nurse, school nurse and other parents. We have also had educational visits from Caolas with a workshop on the shore, and sessions with local visitors who have lived in Africa and came to talk about this and working in different countries.

Teachers are aware of, and are embedding skills for life learning and work in class, across the curriculum whenever relevant and appropriate. Learning conversations take place around skill development for the world of work. Teachers constantly strive to make learning relevant and have purpose.

The Chromebook roll-out is strengthening children's Digital literacy and innovation.

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

* We are confident in our capacity for continuous improvement

* We have some concerns about our capacity for continuous improvement

Comment: *(Providing stable staffing is achieved for 2019-20 and the proposed 3-18 campus model is rolled out and supported by additionality as agreed)*