



Standards and Quality Report 2021 - 2022

Name of school

Strone Primary School

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).*

Strone Primary School sits on Dunselma Hill overlooking the Holy Loch and River Clyde. The school is situated in the middle of the small Dunselma housing estate. The school serves four small villages of Ardentinny, Blairmore, Strone and Kilmun and is very much at the heart of these communities. The school has links with the local church, the local community council and the village trusts.

The parent council are very supportive of the school, children and staff. We continue to work together to enhance the teaching, learning spaces and create community links. The school role is currently at 25, this comprise of a P2-4 and P5-7 class. . We current have 2, P1 children joining us in August and 5 P7 transitioning to Dunoon Grammar School which will take the school role to 22 children for the session 2022/23.

A small school that thinks big! School Vision: Children, staff, parents and the wider community will work actively in partnership to inspire a love of life-long learning. We will learn new skills and develop a passion for learning, allowing the children to reach their full potential. We will feel safe and secure, be open-minded and eager to succeed in an outdoor and indoor learning environment.

Values: Respect: We aim to respect and appreciate each other's opinions and differences. Responsibility: We aim to take responsibility for the results of what we do and don't do and think about how our actions affect others. Inclusiveness: We aim to include everyone in our play by treating them fairly and equally. Community: Our aim to work together with other Schools, parents, and the community to promote the health, well-being, and learning of all children.

Covid-19 has had an impact at times on staffing levels and pupils attendance at school, pupils have been provided with online learning to mitigate the impact of them not being at school. The health and wellbeing of the children is paramount in everything we do with a large focus on coping strategies.

Review of SIP | Priority 1: To improve the wellbeing of children and staff.

Progress and Impact:

The Key action:

1. To embed the ethos of Emotion Works in the school community.
2. To raise the profile of the UNCRC through the RRSA silver level.
3. To provide workshop opportunities to allow for parental engagement in childrens' wellbeing.

Key Action 1 – The programme of Emotion Works has been embed across the school, and Cowal and Bute Play Therapy were engaged to provide play therapy workshop for all classes and yoga session. The impact of this has resulted in children being much more able to express how they are feeling with a rich and varied range of vocabulary. They have developed coping strategies to help regulate emotions. The children use the zones of proximity tracker to chart their feeling across the school day. Staff are now able to do an emotional check-in with the children throughout the day and keep track of any changes. The majority of wellbeing webs SHANARRI indicators show an improvement. Staff attended OCTNE information session.

Key Action 2 – the children participate in a weekly lesson focusing on UNCRC Article of the week, they now talk with confidence about the focus article and articulate there response in relation to their rights. As a school we are still collating information towards the silver Rights Respecting School Award.

Key Action 3

A parental survey has taken place to consult parents around they type of workshop they would like and what they feel in a priority for them. With Covid-19 restrictions now allowing access to school a workshop will be organised for after the summer holiday.

Next Steps:

Continue to embed Emotion Works within our school vision

To apply for Silver RRSA

Use the information collect from the parent/carer survey to facilitate and lead Parental workshops to support parents and carers with what they need,

To engage Bute and Cowal play therapy in providing more workshops for the children and lead a parental sessions.

Continue working towards the bronze level of OCTNE by creating nurture spaces within classrooms.

Review of SIP | Priority 2 Self Evaluation – Guided Approaches to Pedagogical Enquiry and HT to complete 'In Headship' and 'Columba 1400'

Progress and Impact:

Self-evaluated staff using GAPE

As a small school cluster with Lochgiolhead, Kilmodan and Tignabruiaich we explored the below areas within the GAPE.

Plenaries –

“To explore the purposes and means of using effective plenaries

To consider how plenaries are used to take learning forward”.

The impact of this section was an increased awareness of the importance and timing of the plenary.

Observations showed effective use of the plenary and the purpose of a mini plenary part way through a lesson. Staff enjoyed these sessions and felt it was a great opportunity to learn from colleagues.

Student Self and Peer Assessment –

“To explore the purposes and means of using effective self and peer assessment

To consider how self and peer assessment will take learning forward and empower pupils”.

As a staff we felt these session raised the profile of the importance of self and peer assessment within the classroom. There was good opportunities to share ideas and develop them to work within their own learning context.

In Headship and Columba 1400

The head teacher has nearly completed the In Headship programme of study with one presentation and assignment left to complete. All online learning has been completed for Columba 1400, unfortunately due to a Covid the residential was not attended as the HT had to cover classes in the school. This has been rebooked for September 2022.

Next Steps:

To continue to reflect on the key areas in the GAPE.

To finish the In Headship Programme.

To attend Columba 1400 in September.

Review of SIP | Priority 3: To continue to monitor attainment and achievement in Literacy and Numeracy with a particular focus on writing

Progress and Impact:

Key Action 1: Focused teaching and learning interventions for writing.

The implementation process within the school thus far:

- Teacher research into the best approach
- Resources to support 'Talk for Writing' purchased
- Initial introduction training session
- Whole staff training day to explore the whole 'Talk for writing' process
- Writing policy and marking guide produced
- School Assembly to explain the new process
- First complete cycle of the writing process with the children has been completed
- Moderation of writing across the school

Key Action 2: Pupil progression target books have been used to allow children to self-evaluate their own progress and are discussed during pupil review meetings. We have recently introduced weekly learning logs to allow children to reflect on their weekly learning and set targets for the following week.

Key Action 3: Efficient and Effective tracking of Learners using excel spread sheet and Progress and achievement app. All learner results and information is fed into an excel tracker and the progress and achievement app which allows for progress over time to be shown and a better scrutiny of data.

Next Steps:

Key Action 1:

- Review of the process with staff and children to examine what they like and what they didn't like.
- Termly moderation of writing across the whole school to check progress
- Examine progress each term
- Pupil progress meetings with teachers
- School Establishment plan 2022/23 priority.

Key Action 2:

- Continue to develop the use of pupil target books and weekly learning logs.

Key Action 3:

- Continue to use current tracking format
- Develop a teacher tracker in line with the school tracker.

Review of SIP | GME Priority

Progress and Impact:

Next Steps:

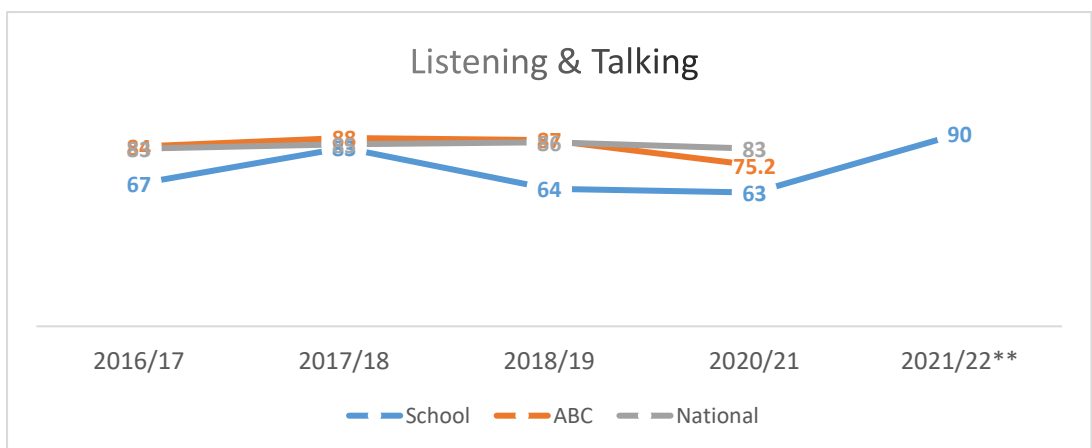
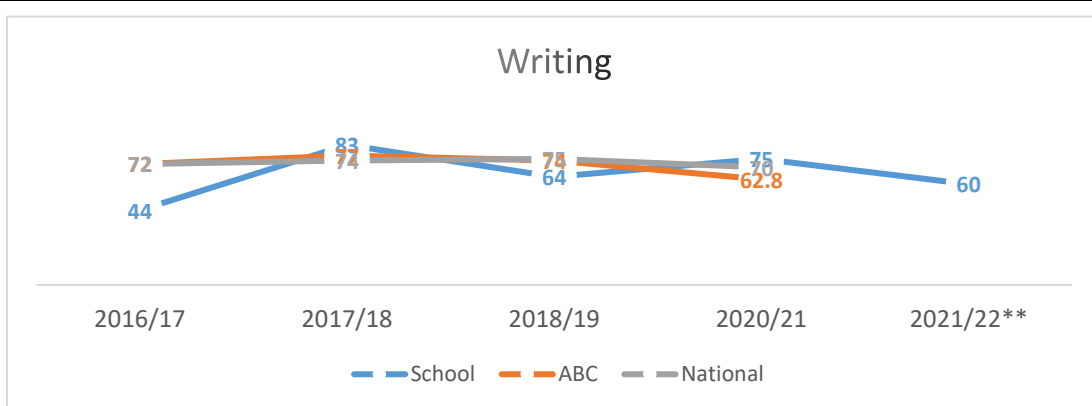
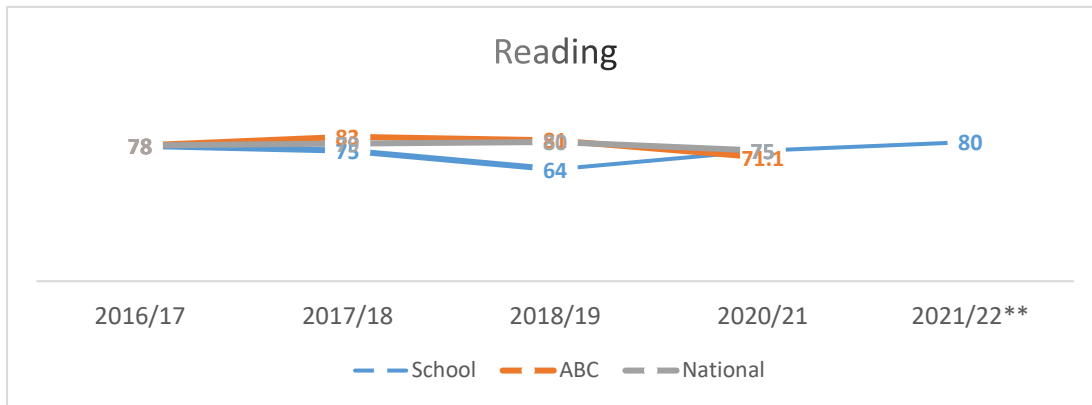
Review of SIP | Developing in Faith Priority

Progress and Impact:

Next Steps:

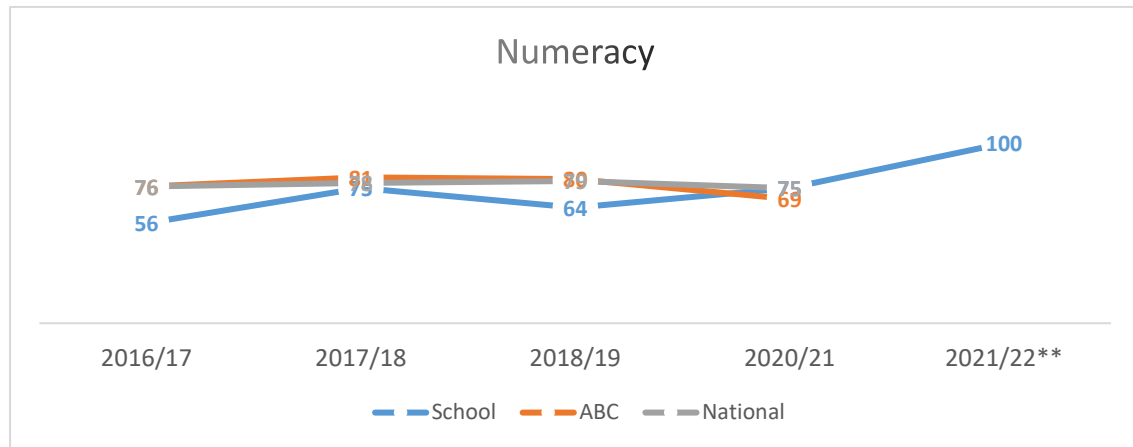
1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22. (teacher judgement – confirmed levels – 5 year trend).



1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22. (teacher judgement – confirmed levels – 5 year trend).



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.

Overall quality of our learners' wider achievements Highlights of session 2021 - 2022

Due to Covid there has been a lack of pupil wider achievement out with school, however in term 4 pupils have been attending highland dancing competitions, shinty, beavers, cubs, scouts and football matches.

As a school the children have participated in:

Online Panto

STEM Club

Creative Club

Shinty Club

Gardening Club

Outdoor Learning Days

Forest School P5-7

Open afternoon

Walk for Ukraine

Author Visit P5-7

Queen's Jubilee celebrations

Sports Day

Trip to Vinkingar

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

Pupil and parental questionnaires to feed forward into next session establishment and improvement plan.

Involvement in community project (Church Advent calendar) maintain links with local community and raise profile of the school.

School newsletter – parents kept up to date on school news and events

Surveys

Social media – twitter and Facebook – keeps parents updated on what children are learning through the weekly photo update.

Local newspaper - raises the school profile within the community.

Comment on progress made with the following aspects of empowerment:

- curriculum;
- improvement activities;
- parental and community engagement; and pupil participation.

https://education.gov.scot/improvement/learning-resources/an-empowered-system/?dm_i=LQE,6RTY0,WAUPY4,R37A1,1

Children are leading learning through whole class IDL planning. Children having an impact on events that happen in school in particular the Queen's jubilee event which the children have planned and designed. The pupil council members have the opportunity to make changes and help lead school developments.

Comment on progress made with Pupil Equity Funding, taking account of the five key areas below:

- attendance;
- attainment;
- exclusion;
- engagement;
- participation.

Attendance of pupils is between 93.99% and 100% with the average being 98.03%.

Learning resources have been purchased to increase attainment in numeracy and literacy with a particular focus on writing.

The purchase of software, books, bookcases, have enhanced engagement with learning in literacy and numeracy.

The participation in wider achievement experiences through the use of online theatre to boost attainment, engagement and increase participation in Literacy and Numeracy.

There has been a focus on the wellbeing of the children through participating in 10 weeks of play therapy and yoga session. The session focused on emotional wellbeing developing emotional skills to allow the children to explain their feelings and develop skills to help regulate emotions.

Due to the reduction in Covid restrictions the school is able to offer after school clubs, these clubs have included, gardening, STEM, creative and shinty. All clubs are well attended.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
<p>1.1</p> <p>Self-Evaluation for Self-improvement</p>	<p>As a staff we have completed the GAPE.</p> <p>Through training, tracking and monitoring we have started to implement changes to how we teach writing.</p>	<p>Through monitoring, self-reflection and improvement on our revised skills and from the viewpoint of the pupils.</p> <p>There has been greater engagement in writing with higher quality writing being produced which is reflect in the writing levels.</p>	4 Ongoing priority
<p>1.3</p> <p>Leadership of Change</p>	<p>Teachers are leading their own learning in terms of development.</p> <p>HT has nearly completed the In Headship Qualification.</p>	<p>Training course and workshops attended</p>	3
<p>2.3</p> <p>Learning, teaching and assessment</p>	<p>New writing programme researched and introduced to increase engagement and progression.</p>	<p>Children showing a greater engagement with writing activities.</p>	3 Ongoing priority
<p>3.1</p> <p>Ensuring wellbeing, equality and inclusion</p>	<p>Participation in play therapy and yoga.</p> <p>Uniform swap shop</p> <p>Subsidised school trips</p>	<p>For most wellbeing webs showing improvements.</p> <p>Exit passes from yoga show pupil engagement and enjoyment.</p>	4

<p>3.2</p> <p>Raising attainment and achievement</p>	<p>Children are being tracked using an Excel Spread Sheet.</p> <p>Use of GL assessment gives continuity of assessments across the school.</p>	<p>The spreadsheet allows us to identify achievements and attainment over the academic year and compare progress from previous years. It also gives us the ability to track groups of children. FSM, SIMD, ASN etc.</p> <p>The continuity of assessments allows standards to be maintained across the school and gives the ability to build up data overtime and examine progress and identify gaps in learning. This allows for better targeted interventions to support learners.</p>	<p>3</p>
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