



Standards and Quality Report 2021 - 2022

Name of school

Lochnell Primary School



Context of the school

Lochnell Primary School and Early Years is a very remote rural, non-denominational school located on the north east edge of Benderloch village

Our school building was opened in 1992 with a new extension being added ten years later. In the summer of 2021, our early years and P1 spaces were refurbished. Our school has a multi-use dining hall area and we have full use of an all-weather pitch adjacent to the school.

At present primary school role is 119 pupils across 6 composite classes. Our capacity in early years increased in August 2020 to 32 learners and we offer the 1140 hours of funded Early Learning and Childcare (ELC). Many of our pupils use public transport to travel from the Connel area to Benderloch and many make use of the National Cycle Network Route 78 which runs parallel with our school.

We have a great staff team which includes teaching, early years and support staff, catering and cleaning teams alongside visiting specialists in physical education and music.

We pride ourselves on striving to support learners to achieve their potential in all aspects of school life – including learning, positive relationship building and leadership skills. Lochnell has a very active and supportive Parent Council who are key to supporting us on our improvement journey. Parental voice is requested whenever possible, ensuring we continue to build on the strong partnership links and work together as a community to provide the best opportunities for our learners. Lochnell is fortunate to have supportive partners in the community and continues to strengthen these links across our curricular areas and beyond by considering partnership opportunities at all stages of the planning process. In doing so, we engage learners in experiential learning which links with the real world and supports in the development of skills required for life beyond school.

At Lochnell, everything we do is underpinned by our 5 core values: kind, ambitious, fun, inclusive and curious. These values support us to work towards realising our vision for learners to ‘seek out and embrace opportunities to be the best they can be.’ We pride ourselves on our positive ethos, ‘can do’ attitude and team spirit. Staff and learners work alongside each other to embed the principles of being RRS – ready, respectful and safe in all aspects of our school day and connect these to the Rights of the Child. Lochnell is dedicated to ensuring learners are at the centre of everything we do as we continue to evaluate, evolve and excel.

During the 2021-22 school year, there were some factors that impacted on the pace of our progress. The Covid-19 pandemic continued to impact our school, particularly during Term 3. We suffered our highest ever levels of staff absences, and whilst we were able to deliver our service and avoid closure, staff had no capacity to drive forward improvements in line with our expected rate of progress. All classes had periods of remote learning and as a precaution to ensure our school community well-being, we continued to ‘bubble’ our classes longer than guidance required. These impacts were felt by our learners who found the consistent changes unsettling. To support our learners, many of our resources were re-allocated to prioritise well-being, further hampering our ability to progress on some areas of improvement. However, despite the challenges, progress has been made and we modified our plans to take account of circumstances as they unfolded.

Review of SIP | Priority 1

Family Learning

Progress and Impact:

- Scoping meeting with Education Scotland to explore potential for Family Learning improvement as exemplar. Links created with professionals in Family Learning, library of resources created and pool of ideas available to deploy.
- Surveys undertaken – pupil, staff, parent/ carer. This identified the following:
 - **Pupils:** thought the best part about learning with their family is that it would be fun. This allowed us to plan for activities that our learners would find enjoyable based on their suggestions/ range of interests.
 - **Staff:** Wanted learning experiences to be inclusive and support parents to value their children's learning.
 - **Parents:** allowed us to identify their potential barriers to participation alongside what they would value as a shared learning experience.
- Covid impacted our ability to join together in person. In Term 2 we offered a 'Family Wreath Making Lesson.' A valued member of our travelling community shared her skills and allowed us to make a leaflet with step by step instruction photographs. This allowed us to deliver a fun, inclusive event that considered parent feedback re. barriers of time and length of sessions. This activity raised money for school funds, highlighted the skills of our travelling community and provided a fun, at home learning experience without (Appendix 1).
- Term 3 saw all primary classes undertake periods of remote learning. Due to staff absences, service delivery remained a priority and no family learning was able to be facilitated.
- Term 4 we were able to deliver a family learning session in relation to keeping your child safe online. This session was delivered in school time – informal parent voice indicated that being able to ask questions without children present would be beneficial. Parents found this session informative, well-paced and that it provided knowledge to support their child be safe online. Another session was requested in relation to online gaming.

Next Steps:

- At time of print, another internet safety session is set for the end of June to meet parent requests. This session will focus on online gaming and provide resources parents have requested prior to summer.
- Whilst not directly linked to family learning, feedback from parents show gaps in communication. We have identified why this has happened but will work to address that by ensuring schedules are in place to parents needs by surveying. Perceptions and delivery need to align. Communicate if unable to deliver. Linked here as we feel this would not have been an issue had we delivered our Family Learning Programme.
- A second survey showed that the majority of parents (80.7%) were happy with current levels feedback and 84% felt comfortable approaching the school. Some parents commented on the increased level of communication and engagement from the school. However, we need to ensure consistency across classes as there are pockets of practice parents are positively responding to.

Whilst we were unable to fully deploy our Family Learning programme, we do hope to revisit this – potentially in the 2023-24 school year. (Alternative priorities have been identified for 2022-23).

Review of SIP | Priority 2

Term 1 only - Learning Teaching and Assessment – Year 2

Based on learner needs, we reprioritised resources and focus to support learners. See additional priority 4.

Progress and Impact:

- Use of GAPE (Guided Approach to Pedagogical Enquiry) programme to guide staff through professional learning. Building on from year one, staff continue to reflect on practice, identify areas of strength, where improvements can be made and share strategies.
- Differentiation (collegiate sessions). Increased staff knowledge and range of strategies to ensure pace, challenge and equity in their classroom. (Appendix 2).
- Teaching staff learning visits to classrooms. Staff voice stated this felt as a supportive process and allowed them time to reflect and consider.
- Direct positive impact on classroom practice – staff confidence, sharing of good practice, clear and consistent approach agreed across school.
- 100% of support staff feel there are effective strategies to support children’s learning.
- 87.5% of staff felt collaborative working is effective in taking forward school improvement.
- 88.5% of parents were satisfied with the quality of teaching in the school.
- 72.7% of learners were happy with the quality of teaching “all of the time” and 27.3% “some of the time.”
- HMIE follow up inspection feedback “teachers now plan lessons that are more challenging” “improved measures are leading increasingly to better attainment in literacy and numeracy.”
-

Next Steps:

- In August 2022 refresh GAPE progress so far with teaching staff.
- Commence GAPE programme from questioning module.
- Ensure cycle of learning visits embedded and time allocated for this – positive impact is evident.
- Include ELC staff and support staff in suitable collegiate training sessions e.g. HOT questions.
- Create teaching and learning policy and link to Staff Handbook.
- Ensure pupil/ parent/staff/stakeholder voice collected at key points.
- Link to SIP 2022-23 for specific outcome statements to measure impact.

Review of SIP | Priority 3

Developing Curriculum Frameworks

Progress and Impact:

1.0 Progression Frameworks

- Teaching staff have explored a range of progression frameworks including Argyll and Bute, and Northern Alliance partners.
- Folders provided for staff to fill with the relevant sections of the benchmark documents that can be highlighted and referred to throughout the planning and assessment process at Lochnell. See Appendix 3.
- Class teachers are making use of the benchmark progression documents to help plan, set targets, differentiate, extend and report on learner knowledge, understanding and skill level.

2.0 Whole School Context Planner and 3 Year cycle overview

- Central shared resource to support planning and assessing.
- Long Term shared planning sheets are being used to reflect the Three Year Cycle Curriculum Overview.
- Staff Collegiate and Support sessions were given to help teachers populate the long term planning sheets.
- Literacy and Numeracy Focus plan allowed effective sharing and use of resources and a snap shot of what is being covered when in the year.
- Staff Survey shows that we can refine our 3 year cycle to further reflect our local circumstances. See Appendix 4 for staff comments.

3.0 'Our Curriculum at Lochnell' Information slides

- Collegiate slides, Jam Board discussions and resources are all recorded within Curriculum slides to be referred back to and used to support approach to planning and IDL's. 80% of teaching staff are able to locate these and use them as a resources to assist their planning and assessment.

4.0 Develop understanding, use of and planning Interdisciplinary Learning (IDL's)

- Collegiate sessions, partnership working and collaborative planning time supporting exploration of how we understand IDL's at Lochnell.
- P7 model example was shared on the Staff Collegiate slides as an example of good practise and effective holistic assessment, increasing staff confidence in planning and assessment.
- Staff Survey shows that staff feel confident in planning and assessing IDL's but there is still room to improve. Parent voice - 100% of parents noted that their children all shared their knowledge/engagement in the IDL (Human Body) with

them. Appendix 4.

5.0 Planning Template (Pilot)

- Generation and collaboration on a block planning template that can be used for IDL or any block of lessons. Template reflects Global Goals, Outdoor learning, UNCRC, AFL, our work on LI's and SC through the GAPE programme. This ensure our key focus areas are considered during planning and assessment stages, ensuring equity of provision across the school.

Next Steps:

Curriculum Development Year 2 2022 - 23

Development of 3 Year Cycle:

- Create Year 3 and Year 1 Long Term Planning Templates to share with staff.
- Create a school calendar reflective of our 3 Year Cycle, curriculum rationale, local context and CfE. Consider links to ELC 3 asset approach.
- Create a visual timeline of the experiences of a learner age 3-12 at Lochnell Primary School, encompassing our VVA. Ensure all stakeholders have a voice.

Planning at Lochnell Year 2 (Template/Formats)

- Share modified block planner that staff worked on in June 2022. To be used and stored digitally for each block of planning for writing and IDL, ensuring consistency.

IDL Development Year 2

- Collaborative planning and implementation for whole school IDL /project in term 3.
- Learning walks to measure progression of benchmarks during IDL time.

Review of SIP | Priority 4 (identified in Term 1)

Term 2,3 4 – Play Pedagogy in Early/ First Level

Progress and Impact:

Context for priority change

In response to the Covid-19 pandemic, and to ensure we were being inclusive and meeting the needs of our Primary One class. Baseline data highlighted the need for a less formal learning environment therefore we reprioritised and introduced a play pedagogy approach. Our P1's joined school after periods of interrupted ELC learning and we aimed to ensure a smooth transition that allowed us to embed routines, support wellbeing and positively impact attainment in a responsive environment.

- Furniture and resources were purchased in August 2021 and added to throughout the academic session. This supported the transition to an environment that was conducive to this approach.
- Outdoor spaces were utilised where possible to extend the learning environment.
- A parent information session was held to introduce parents to the rationale behind the transition to a play pedagogy approach. Regular communication with families via Seesaw ensured that parents were kept informed of the progress of the new approach and had the opportunity to ask questions.
- Renovation works impacted the initial progress of the play pedagogy approach and settling of children into classroom routines. The acoustics and logistics of a shared space were disruptive.
- Observations and in the moment planning tools were used to inform teacher judgement about how best to extend pupils' knowledge, understanding and skills. Pupil interests were at the centre of this process to ensure engagement.
- Each pupil had their own space on the wall and enjoyed asking to take photos/videos of their play experiences, enhancing learning conversations (Appendix 5).
- More structure was introduced and adjustments to provision were made following reflections and observations on children's needs. This had a more positive impact on behaviour.
- Teaching staff were responsive to the needs of pupils on a daily basis, varying the length of time spent on adult-led and child-initiated learning experiences based on engagement levels of pupils. This ensured quality teaching time aligned with learner wellbeing.
- Staff were flexible in their approach to supporting pupils displaying distressed behaviours, as well as those with Additional Support Needs.
- SNSA results were comparable with those of previous years.
- Professional dialogue increased – particularly amongst support staff. Enhanced partnership working and multi-agency approaches.
- Teaching staff CLPL. Staff confidence increased and this directly impacted on the wellbeing of learners and attainment.

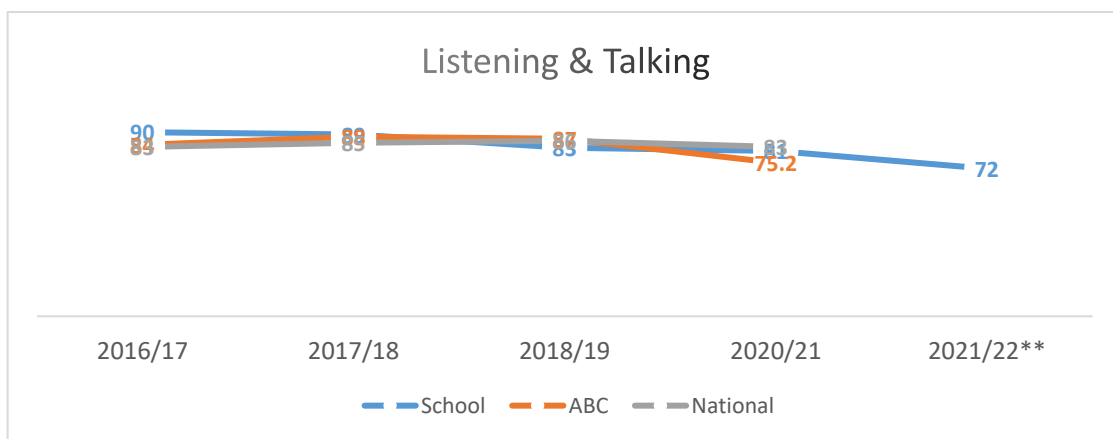
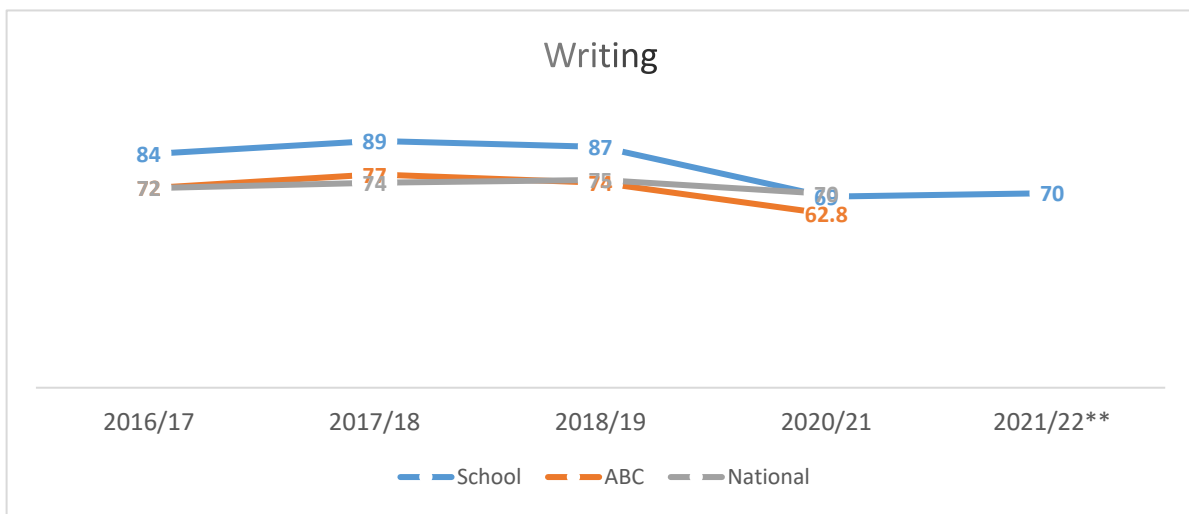
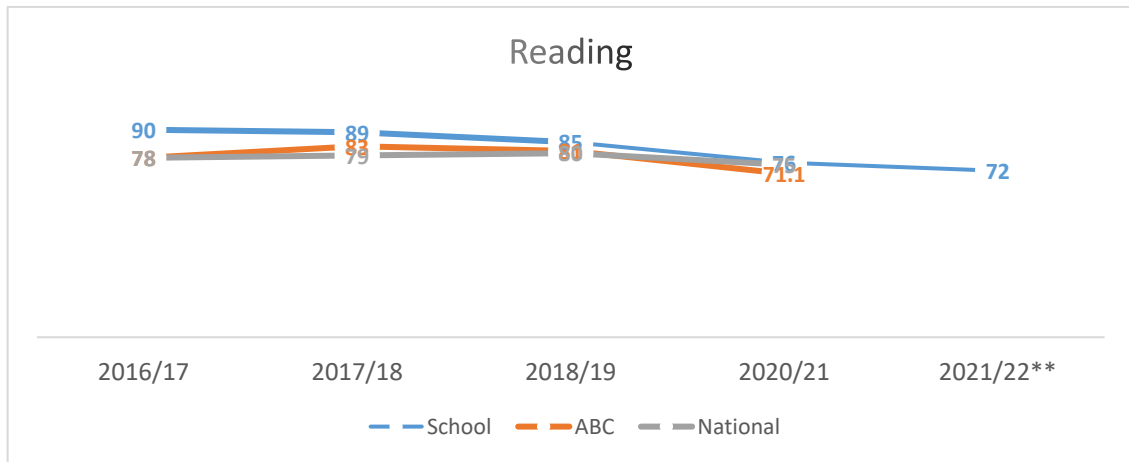
- Draft Lochnell play rationale in production – underpinned by research and current academic studies.

Next Steps:

- Continue to develop a process of ongoing evaluation using the Leuven scale where engagement levels are monitored, use to inform provision.
- Introduce provocations to ensure that learning and development is supported and extended where appropriate.
- Continually adapt play pedagogy approach each year based on the needs of the pupils in Primary One at the time. Ensure clear boundaries and routines are established to help children feel safe and secure.
- Consider how the outdoor environment can be enhanced further and utilised to extend the learning environment.
- Further develop planning and assessment systems that make use of the observation cycle to ensure that planning is responsive and meets the needs of all pupils.
- Link with ELC colleagues and authority experts for best practice exemplars.
- Work towards developing a 'working' play rationale that can be modified to reflect the needs of each Primary One cohort. Consult and share on this document with pupils, parents and all staff.
- Consider how a play pedagogy approach can be adapted to suit older pupils working at First and Second Level. Deliver a collegiate session to inform of progress and impact to date.
- Ensure parent voice included, considered and maintain two way dialogue to ensure needs being met of all learners.

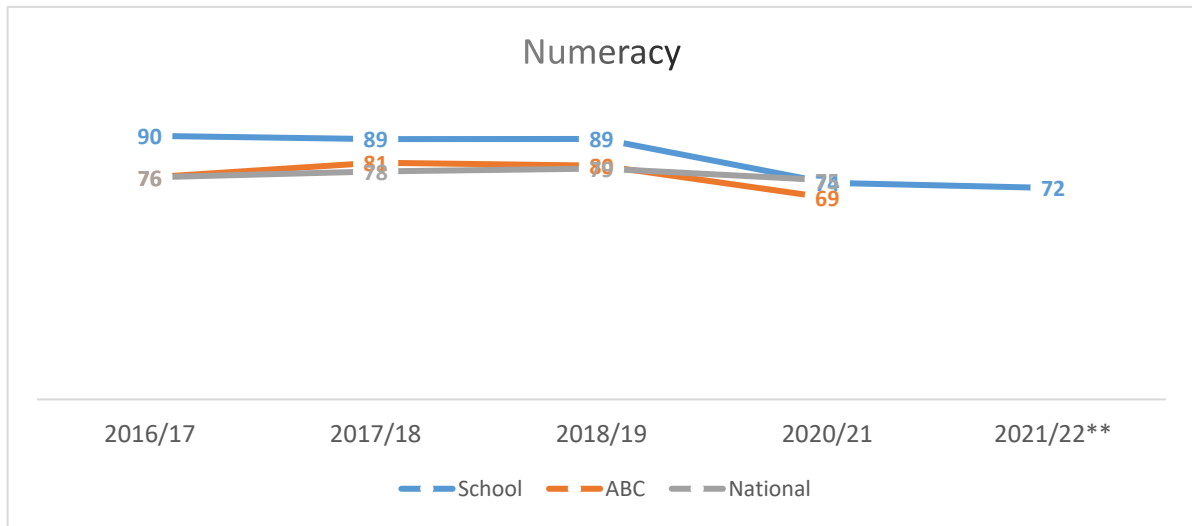
1.1 Attainment Data

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

Music

Children have the opportunity to take part in chanter (P6 and P7) and strings lesson from P5 and up. Street drumming (2 classes 6 week block). Informal lunch club for folk music. This has increased participants confidence, seeing the majority of them performing for school occasions and celebrations. Until our localised Covid outbreak, singing club was available for enjoyment (normally would link to local competition).

Sport

Visiting specialist have provided opportunities for rugby and basketball, investment in equipment to support progress. P7's have provided lunchtime sports clubs and we have seen their leadership and organisational skills grow as a direct result. Learners in the school have taken these opportunities and enhanced their team building skills.

Outdoor Learning

All children have had access to regular outdoor learning – ELC to P7. A range of activities helped increase learner engagement and facilitated inclusion, collaboration and resilience.

P7 learners undertook a residential trip to Lochgoilhead where they took part in a range of water and land based activities. Pupil voice tells us this increased their confidence through mixing with new peers, facing new challenges and overcoming fears.

Visitors to School

Our whole school IDL topic was the catalyst for many expert visitor in relation to the human body. Parents who are doctors, dentists, emergency physicians, nurses, scientists and teachers came in to share their skills with us. This increased learner engagement, partnership working, active learning opportunities and talking and listening skills.

Other visitors that supported learning and linked to real life contexts were: fluent Gaelic speaker, Biodiversity Officer, (environmental tourism), Geologist and Endurance Walker (landscape, teamwork and resilience), Kilmartin Museum (History in local context).

STEM

Increased opportunities to use digital learning for presentations, transitions and sharing of learning and attainments. Using Chromebooks has increased independence, digital literacy, increased engagement and supported learners with ASN. Increase of skills across school with pupils leading on digital improvements.

Increased opportunities for active learning. Puppet making, designing games and structures, linking with community partners to explore designs for plastic pollution in the ocean. Buddy activities to design and make castles, science experiments with visiting experts. All experiential learning opportunities that are memorable for learners and have facilitated higher order thinking questioning and extending current knowledge.

Community

Entry to competitions such as logo design for COP26, Rotary Writing competition, LOGO Lift Off Design, Christmas Card competition. These have given learners the chance to participate in wider achievements opportunities and raised the profile of the school within the local community.

Virtual Christmas show shared with parents/carers and local nursing care home.

Connected to local Church. Laid school poppy wreath for Remembrance Day, attended for a virtual Christmas Service and an in-person service at Easter. Feedback from community that it was lovely to see the schoolchildren out and about again.

In Term 4 all classes invited in parents/carers in to share learning – ranging from shows with drama and music to proudly showing their best work.

Wellbeing

Learner resilience has been supported and we now have a range of strategies that have supported transitions and wellbeing during periods of remote absence/ staff absence and change. HWB resources age and stage appropriate – direct increase in emotional literacy and increased empathy.

Our curriculum has been flexible to suit changing needs and additional expressive arts has been added to support wellbeing, self-esteem and skill development. Some classes participate in mile a day to increase emotional regulation and social skill development.

Leadership roles

Clan Activities have allowed our learners to have a shared purpose and sense of responsibility. Learner voice tells us clan activities are value for facilitating active learning, leadership roles, linking to buddies and increasing the sense of belonging.

Leadership roles are across the school ranging from School Captains in P7 to line leaders in ELC and P1. All children have the opportunity throughout the year to develop their leadership skills.

Achievements at Home

Parents now regularly share achievements with us via e-mail and learners have opportunities to share achievements outside of school with their peers. We have a 'Hall of Fame' and display learners achievements such as mountain bike competitions, music accolades, Scout and Guide awards, Lochnell Football Team achievements, swimming awards, newspaper clippings.

HMIE Follow up

Our pupils had the chance to speak with HMIE inspectors in November 2021 as part of their follow up visit. Inspectors commended our learners on leading improvements across the school and commented on our Pupil Council and 'Wee Haggis (HGIOURS) group." Our learners were thrilled to have the opportunity to showcase their school and had a sense of pride in their achievements alongside a feeling of being part of something special.

Argyll and Bute Food

Our school had the opportunity to share our approach to school meal provision during Covid and share how kitchen staff, local authority supports and learners worked together. Our school was filmed as part of the ASSIST FM competition in the 'Outstanding Collaboration Award.'

Our school has also been used in a pilot project in relation to delivering school meals by drone. Learners have had the opportunity to ask questions and spectate in relation to drone technology alongside being filmed for the BBC.

N.B. We track and monitor wider achievements as part of our whole school tracking data. This enables us to offer interventions to those who are not participating in wider achievement opportunities.

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.

- Regular use of Twitter to capture wider achievements, key learning and partnership working.
- Google forms for collation of data/ stakeholder voice. Data used to facilitate improvement discussions.
- Planning for Progress meetings. Virtual this session due to pandemic impacts on WTA. Linked to end of year report, parents have opportunity to have a final overview of learning before transition.
- General assemblies, Pupil Council, class learning assemblies, Head teacher Recognition Awards, HT open door – pupils share their proud work, Hall of Fame. All contribute towards ethos and collective attitude of high expectations for all.
- Wider engagement with stakeholders through online and in class visits. Learner engagement increases, supports breadth and depth of knowledge and making cross curricular/ real world links.
- Partnership working with Argyll and Bute Food/ Facilities departments, profile of school and partnership working raised.
- Pastoral check in for children and staff. Supports wellbeing for all. Staff feel they are able to share concerns/seek support. Staff able to identify patterns in learner behaviour, supporting targeted interventions and speed of family support.
- Parental communication through Messenger 5, e-mail and digital letters home. Positive parent feedback in relation to being kept informed of school events and ability to attend due to advance notification.
- Parents invited to meet with Education Scotland Lead Inspector during follow up visit. Parent voice was taken into account and was wholly supportive of Lochnell's improvement journey (Appendix 6).
- Sports Day & Jubilee Fun Day. Purposeful partnership working with families and staff. Increased sense of wellbeing. Learner "It was 10/10!" "Best day ever at Lochnell!"
- Surprise visit to 'Lapland' for learners. Demonstrated staff ability to innovate and create during restrictive safety guidance to provide engaging learning experiences and create lasting memories.
- Lochnell being used in pilot project for delivery of school meals via drones. Learners able to experience and discuss STEM in action. School captains interviewed for the BBC. Increased their confidence in public speaking and sense of pride in Lochnell.
- HMIE Preparation Sessions. Feedback from staff was that they felt supported, prepared and confident in advance of the follow up visit.

- Clear agenda for in-service days giving staff personalisation and choice of and during activities when possible. Greater collegiate working across whole school by ensuring whole school opportunities to learn together. As a result, ELC staff feel more included in school community.
- Moderation activities with wider authority colleagues. Supported professional dialogue and ensures robust data being used as evidence to allow relevant next steps.
- Leadership roles for all staff available. As a result, sense of genuine empowerment, shared aims and agreed priorities to further improve the ELC and school.

Comment on progress made with the following aspects of empowerment:

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

Curriculum

- Continued development of curriculum frameworks and professional dialogue to support progression and learning experiences for Lochnell learners.
- Staff empowered to take ownership of curriculum delivery in their classroom, facilitates learner engagement and voice and positively impacts on attainment.
- PT leading curriculum design and framework improvement and evaluation process. Time for whole staff to collaborate.
- Autonomy within school for identification of needs of learners linked to internal system. This is supporting with early intervention and positive partnership working.
- A&B skills framework in use.
- HMIE Report feedback “Learning outdoors and learning about sustainability are key features of the curriculum.” Appendix

Improvement Activities

- SIP planning sessions supported by local authority and empowered to link improvements to school’s own context.
- Pupil, staff, parent and partners consulted on school improvement plans.
- CLPL available for all staff. HT participating in EiH sessions and completed Columba 1400.
- Positive feedback from HMIE follow up visit. “Self-evaluation within the ELC setting has improved.” “...implemented successfully a range of systems and procedures to strengthen self-evaluation and quality assurance.” Appendix 7.
- Collaboration with local authority school for moderation activities ensuring evidence is robust and data underpins identified areas for improvement.
- Opportunities for all stakeholders to participate in authority consultations on improvement agenda e.g. Transformational Change.

- Greater evidence based approach across whole school due to data collection and scrutiny of data. Positive impacts on interventions (support and challenge).
- Improvement activities now recognised by staff as key part of academic year planning.

Parental and community engagement; and pupil participation

- Supportive and focussed interactions on regular basis with Parent Council Chair and wider Parent Council.
- Consultation across school year e.g. fundraising, supporting improvement, reporting template.
- Twitter platform, Messenger 5, Seesaw and school e-mail letters to support information and engagement. Parental involvement invited and encouraged through learning and reporting.
- Community partners enhancing curricular experiences – virtually and in person.
- Specific fundraising and organising groups throughout school year.

Pupil Participation

- Opportunities for learners to be involved in local community projects/competitions when available e.g. Rotary Club, Book Ends, Charity work.
- Links to local business partners in connection to World of Work and skills development e.g. Drax, Active Schools.
- Active Pupil Council – collate and feedback to wider pupil groups.
- Children, where appropriate, have a voice in their Child Plan (SHANARRI).
- Children's Rights respected across whole school (pupil voice via google survey).
- Pupil voice collated in relation to school improvement planning and developments throughout the year.
- Teachers more skilled at including learner lead interests in high quality learning opportunities.

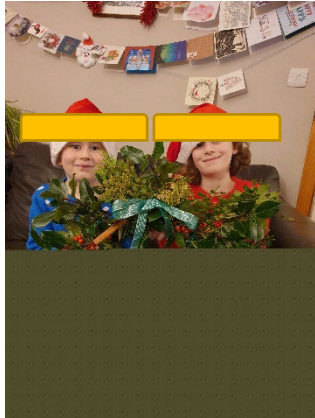
Comment on progress made with Pupil Equity Funding, taking account of the five key areas below:

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

- Over the year, our attendance was down 2.4% on the previous year. This is directly attributed to the impact of COVID. On the whole, attendance continues to be high at Lochnell with PEF being used to support targeted interventions.
- To maximise attendance we have discreet interventions ensuring that learner wellbeing is the starting point for attainment.
- Attainment in the targeted numeracy cohort has, on the whole steadily increased through the authority tracking system over the last school year. Some learners have progressed by 3 levels. Teachers attribute progression to enhanced concrete resources, numerical playground games and greater equity through wellbeing.
- There have been no exclusions in the 2021-22 academic session. Positive Relationship Policy that all stakeholders contributed to is now embedded across the school.
- PEF funding supported purchases in relation to healthy snacks, family learning, academic interventions, outdoor learning resources, numeracy resources and graphic novels. These resources have increased learner engagement across the board as they link to the principles of curriculum design and allow choice and personalisation.
- Investing in playground games has supported participation, in turn impacting positively on inclusion. Children who normally do not mix are now participating in new games and talking to a range of peers across the school.
- Providing health snacks and discreet Breakfast Club has positively impacted behaviour and reduced disruption across the school, particularly in the early level class in the afternoons.
- Investment in play based learning has supported learner transitions from ELC and supported wellbeing and regulation
- HMIE follow up visit “Robust approaches are now in place for staff to monitor the impacts of initiatives, including Pupil Equity Funding.”

Appendix 1

Family Learning – Christmas Wreath Making



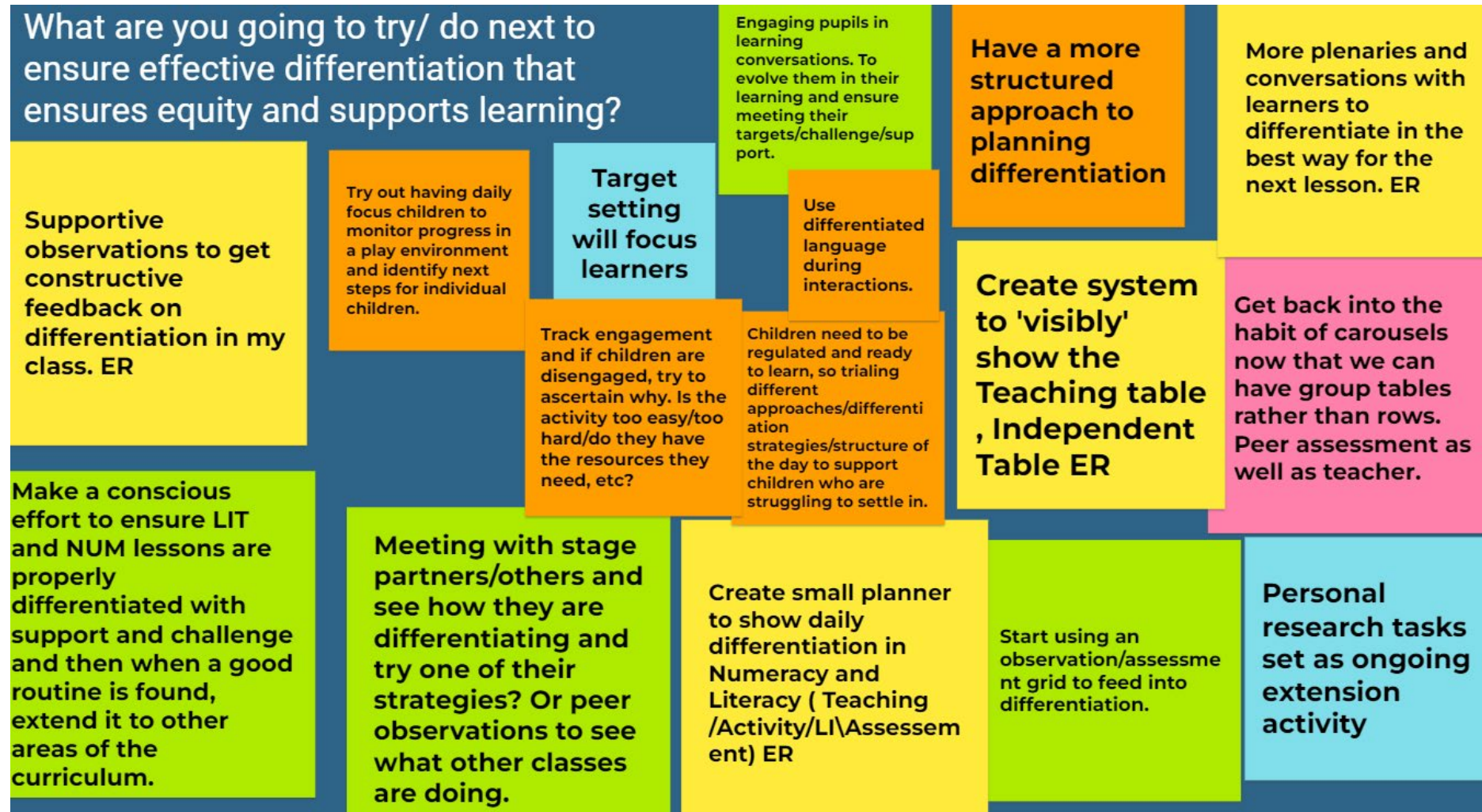
“What a lovely Christmas time activity! We had great fun collecting all the greenery. We had never made a wreath before!” P1 Parent.

“This was great fun! We done it over a few nights. Thank you to XX for sharing her talent with us.” Parent Voice.

“I really enjoyed doing this, even though I was nervous. I’ll be happy to help again.” Travelling community voice.

“Team effort! Thank you for the kit and instructions!”

Appendix 2

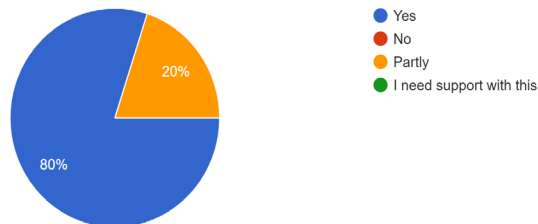


Appendix 3

Relating to 2.0 Whole School Context and Long Term Planner /3 Year Cycle - Staff Feedback

We now have a Three Year Cycle to follow to allow us to plan for breadth and progression across each level (Early, First and Second Level) Have you found this useful?

5 responses



Can you think of ways that we can refine our Three Year cycle to suit Lochnell?

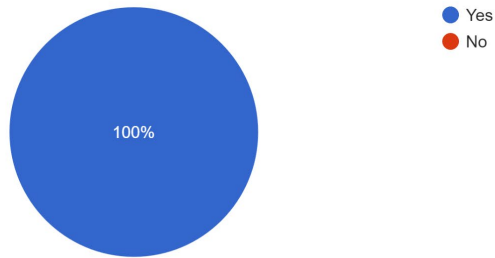
- Early Level is slightly different in that we are not given Es and Os. Rather, we start with their interests.
- I think there should be far more variety of IDL topics than currently on the example planner to allow breadth across the curriculum throughout the seven years, to avoid repetition of topics and ensure breadth of E's and O's are covered, particularly given the composite nature of the classes, a wider variety of topics to cover the Es and Os.
- Try and align the IDL's across the levels so that when teaching 1st & 2nd level within a class they are the same, e.g. Space & Rights and Responsibilities are different (there are others!)
- Tie in what local resources are useful to these particularly for non-locals (I have no knowledge of SAMS, local castles etc.). More specific with historical context across the three years to avoid potential repetition?
- The CfE gives teachers the scope to take the learners on a journey to give breadth and depth to their learning so I like the context categories but maybe we can make them more about Lochnell.
- I think we should go with year 3 next year with possible tweaks but should make more of a Lochnell document for the next three year cycle.

Appendix 4

Relating to 5.0 Interdisciplinary Learning Feedback from Parental Community

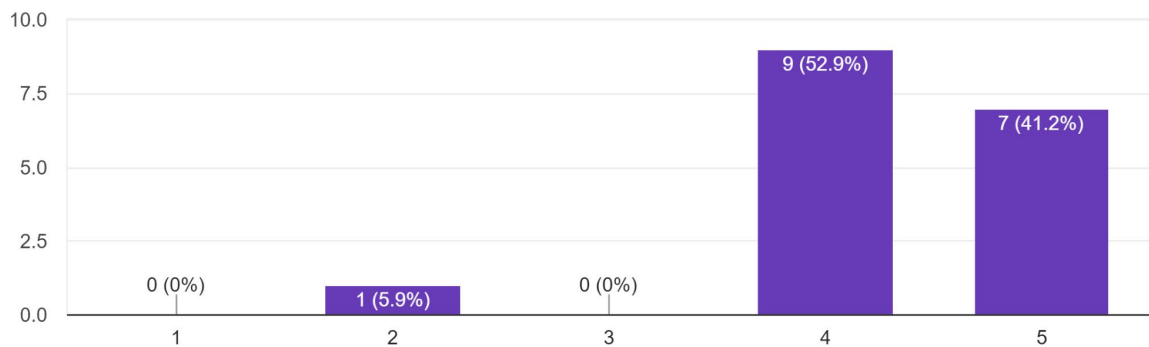
Did your child or the class teacher share any of the learning with you (via Seesaw or verbally through your child)

17 responses



How much did your child/children enjoy their learning experiences with the Human Body IDL?

17 responses



Please give any feedback about your child's/children's engagement with the Human Body IDL:

- Both children had lots of questions and knew facts when they came home.
- They liked learning about the body, as the lessons were fun, like measurements outside, experiments and engaging with lots of different people who knew about the body.
- All three were really engaged and the hands on approach meant they got it.
- Is very nice, if our child/children asking 'grown-ups ' about the human body, well sometimes answers are not the same like they have been expected, but everyone trying the best for your own child, prepare for the future...,so we are very happy that our child/children 'teaching even us', what they have been learned at school, ...thanks
- They liked telling me about what they learned.
- X enjoyed learning about how far sneezes travel. She also likes to learn about healthy eating and exercise.
- Enjoy, talked about the adults that came in to talk about the subject.
- He didn't find it that interesting and a bit repetitive.
- My child enjoyed relaying facts that he learnt.
- X has always been interested in the human body and loves cells especially. He comes home with lots of little facts for us.
- Probably the only subject that my child was willing to share his learning experiences with me. Although the sex education lessons were still referred to as an embarrassing subject - wonder if there is opportunity to try and lessen the stigma -boys seem to still find this a 'giggle subject'!
- He really enjoyed it, he shared lots of facts and information about the different body systems at home! He also enjoyed the 'Toys' topic earlier in the year too. Thinking back in particular we also remember hearing all about 'Castles' in P1 it was magical and then there was the epic 'Dinosaurs' topic in P2 which was just incredible, he LOVED that one! It's great he's had lots of exciting topics, they really grab the children's enthusiasm!

Appendix 5



Appendix 6

“... a process of transformational change across the life of the school and the ELC class.” Education Scotland, January 2022.

Elected Members Voice:

“An excellent report. Please congratulate the Head Teacher and all staff on their excellent response to the challenges presented over the past two years, and their commitment to the pupil’s wellbeing and learning. We also know the school has a very active and productive Parent Council. Great news all round.”

“Many thanks X at the appropriate time please pass on my appreciation to the staff and especially the Headteacher for the progress made on addressing points previously raised in inspections. “

Parent Voice:

“Have read the letter and want to say a huge congratulations to all staff at Lochnell Primary School, you made home-schooling fun for the kids and parents!! Thank you for all the hard work that you put in and glad it has been recognised.”

We are now more connected with daily activities through the use of Seesaw and Twitter.

There are various groups that the children can put themselves forward for (Anti Bullying Group, Wee Haggis and Pupil Council).

There is now a Lego Club and a Chess Club once a week at lunchtime. We are especially pleased about this - at a parent council meeting 6 years ago a Lego Club was suggested. My husband and I volunteered to help if needed, it was never mentioned again...

There has been a basketball club once a week for the past month.

The children have thoroughly enjoyed visits from Kilmartin Museum over the past couple of weeks.

Partnership working:

I would echo X sentiments completely regarding your leadership and the hard work of your team at Lochnell, but also note that you are highlighting the hard work of central team colleagues- this is hugely appreciated and I am sure they will all value your message.

It is an excellent example of collaborative working and has produced a positive and welcome outcome.

I am delighted to hear that your entire team remain committed to the transformational change that brings with it great improvements for your learners.

Appendix 7



18 January 2022

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of Lochnell Primary School and early learning and childcare (ELC) class, we said that we would engage with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried out a visit to Lochnell Primary School and ELC. Our engagement helped us learn more about how children and their families have been supported through the COVID-19 pandemic. We also heard about approaches that have been working well to support children's health and wellbeing, learning and progress. We discussed with the headteacher, staff and local authority officers the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

Supporting children and families through COVID-19

At the time of the most recent visit in November 2021, there were 117 children across the primary stages. The ELC class is registered for 32 children. There have been changes to leadership and staffing since the original inspection. The headteacher took up post in November 2019. Two principal teachers now share leadership duties for part of each week. As a result of COVID-19, the planned refurbishment of the ELC class in 2020 was delayed. This is now almost complete and offers children a bright and attractive learning environment.

In a very short space of time, the headteacher has gained rightfully the respect of the whole school community. Despite the significant challenges of leading the school through the pandemic, the headteacher has also led skilfully a programme of transformational change. Children are making better progress in their learning as a result.

The headteacher and staff have worked tirelessly to provide support for families. This has included carrying out 'doorstep' home visits; delivering school lunches; ensuring all families have access to a digital device; and providing ongoing reassurance and encouragement during uncertain times. This has ensured that the school community has felt connected and included throughout periods of learning at home.

The headteacher's foresight meant that the school was ready to move to learning online from the beginning of the first period of remote learning in early 2020. Teachers' and ELC practitioners' confidence grew in using digital technology over the course of the pandemic. Children benefited from being able to join in activities, lessons and whole school assemblies online. As children continued to learn from home, the headteacher's aim was to put some fun back in to school life. Teachers and practitioners planned many creative and memorable learning experiences for children. In one innovative example, teachers and children in P4 to P7 took part in a 'virtual school trip' to London from their own homes.



Improving the mental and emotional wellbeing of children continues to be a key priority for the headteacher and staff. Teachers use a helpful visual tool to 'check in' with children each day. This gives all children strategies to talk regularly about their own feelings.

Teachers and practitioners have used ongoing assessments to track children's progress in learning, throughout the periods of remote learning, and when children returned to the school buildings. This has helped to ensure that all children receive the right support or challenge when they need it.

Progress with recommendations from previous inspection

The whole school community has worked very well together to help the school continue to improve. Led very effectively by the headteacher, the school has made clear progress in meeting each of the recommendations that were identified at the previous inspection.

The headteacher has established very effective systems for quality assuring the work of the school and ELC class. She has created an ethos of trust and openness, where staff can reflect and discuss together what is working well and what needs to be further developed. As a result, staff feel empowered to lead improvements and to share good practice together. The headteacher ensures that the voices of children, parents and staff are heard. She values the views and opinions of all on what will help the school to continue to improve and grow.

Since the original inspection, staff have worked well together to improve how they use assessment information to inform next steps in children's learning. The headteacher and principal teachers have regular meetings with teachers and practitioners to check on the progress that children are making. Staff have participated in professional learning to refresh their approaches to learning and teaching. At the primary stages, teachers now plan lessons that are more challenging and have introduced better ways to give children feedback on their learning. They plan learning and share standards together to ensure that their professional judgements are secure and based on robust data. Taken together, these improved measures are leading increasingly to better attainment in literacy and numeracy.

In the ELC class, practitioners are improving their skills in using questions and conversations during play to support and extend children's learning. Since the refurbishment of the ELC setting, practitioners have worked extremely hard to ensure that the new learning spaces meet children's interests and needs. They are using the outdoors well to plan opportunities for children to explore, to be creative and to challenge themselves in their play.

Learning outdoors and learning about sustainability continue to be key features of the curriculum at Lochnell Primary. The school's community and business partners are helping staff to plan motivating and highly relevant topics and lessons. Working together, the whole school community has created a visual representation of the curriculum at Lochnell. Illustrated as a child's pathway from the ELC class through to P7, this curriculum rationale is meaningful to children of all ages. It celebrates the unique geography and heritage of the local area. Practitioners and teachers are focused on ensuring children develop the skills and knowledge they will need to be successful in their future learning, life and world of work. Under the highly effective leadership and vision of the headteacher, staff are making a difference for children.



What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. Staff are implementing plans to support recovery. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to the school in connection with the original inspection. Argyll and Bute Council will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality of its education service.

Lesley A Allan
HM Inspector