

# Standards and Quality Report

---

2021/22



**Alvie Primary School**

HIGHLAND COUNCIL | KINCRAIG, PH21 1ND

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

### Our School/Cluster/ASG (Delete as required)

Alvie Primary is within the Kingussie High School ASG, serving the larger Kincaig area. Factors which shape our community are the school's rural location within the Cairngorm National Park, and our school grounds. The accessibility of the outdoors and outdoor education facilities provide pupils with diverse education experiences and wide opportunities for contextualised learning. We hold strong links with the community and are actively involved with our local partners providing Outdoor Education and Lifelong skills.

In 2021/22 Alvie had 45 pupils with two classes (P1-5/P5-7). The split of P5 was challenging. In Term 4, classes were redesigned to allow all P5 to work together. This increased motivation, engagement, and attainment.

Staff are committed to improving outcomes for learners and across our school there is an ethos of professional engagement and collegiate working. A strong and collegiate staff team has ensured consistency throughout the session. Pupils, staff, parents and the wider community continue to show a strong commitment to the wellbeing of the school.

Staff are responsible to provide enriched opportunities and to use planning, learning and teaching to raise attainment. Staff scrutinise data to ensure equal opportunities are provided for in the school.

An introduction of a new curriculum design was launched. This was achieved in consultation with parents, pupils, staff and partners. This provided a holistic approach and captures all the learning which takes place in and around the school.

### Our School Values and Aims

**Vision:** We provide a welcoming, happy, safe and supportive environment in which everyone is equal and all achievements are celebrated.

**Values:** Diligent Friendly Helpful Inclusive Kind Respectful

**Aims:**

We make decisions and take on responsibilities together as partners.

We identify as partners.

We provide equity to all our pupils by using our resources effectively to support learning.

We provide a balanced, flexible and inclusive curriculum where pupils are encouraged to take responsibility for their learning.

We recognise the importance of creating a climate in which children can learn effectively and believe that consistent teaching and positive expectations are key to this.

We continue to develop and maintain strong community links and partnership approaches to learning.

We focus on progressive skills and an ongoing range of assessment opportunities means that staff at Alvie can work collaboratively to track and monitor your child's attainment and share achievements.

We believe that good health and supported wellbeing is central to effective learning and preparation for a successful journey in life.

### **Pupil Voice: what is working well in our school?**

Our children and young people identified the following strengths for our school this session:

- We are all friends and welcome people into our school
- We all get a say and make decisions for our school
- We use Values, aspirations, and skills in our learning
- We all believe in the same school Values
- We have friendly teachers and staff
- We include everyone in school
- We have great outdoor grounds which we use
- We like being a small school
- We like having three smaller classes as it is better for our learning
- We are part of the village community
- We have lots of leadership opportunities
- We are enterprising
- We play and learn together.
- We have lots of visitors in school and visit other places.

### **Pupil Voice: what changes would you like to see made?**

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- We would like to do more fundraising
- We would like to build a STEM area
- We would like all classes to have outdoor education outside of school
- We would like a stage outside
- We would like parents to visit the school more.
- We would like to improve our sports areas.
- We would like tastier school dinners
- We would like a tuck shop with healthy food
- We would like some clubs in school

## Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

### Improvement Project 1: Health and Wellbeing

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** To ensure that the HWB of all pupils was addressed following covid.

#### Progress and impact:

- As an ASG, a HWB programme was delivered to all our pupils to enhance their understanding of how important it is to feel socially, emotionally, and mentally well. This supported pupils with the transition from home learning to back to school. An increase in pupils HWB was shown through individual HWB indicator wheel.
- Other areas of HWB were taught exclusively and we used dedicated programmes recommended by Highland council. This has provided progression in learning in HWB.
- A whole school project focused on the importance of school values and how they underpin our school ethos. The values supported pupils returning to school and new pupils who started throughout the year.
- Parents are aware of the values and how this supports day to day learning and expectations.
- PEF funding supported targeted groups to have opportunities to learn in school and feel more achievement and recognition. Individual pupils (including PEF) have become more engaged in their learning and more confident individuals. Pupils attendance has increased.
- Intergenerational projects and community events enhanced the morale and participation of our pupils.

#### Next steps:

- An updated Positive Behaviour policy to be agreed on to include reflection and restorative time.
- Improve Leadership roles for pupils across the school
- Promote Leadership responsibilities, awards and volunteering awards for P7
- Use PSA resources to support pupils through HWB
- Communication between parents, pupils and partners to be promoted.
- Planning to include parental engagement and community opportunities.
- Self-evaluation/stakeholder voices to be encouraged through open afternoons, key assessment tasks, parental consultations, school events and parent council.
- More opportunities for local partners to be part of our HWB curriculum.
- Encourage parents to be more active in accessing E-profiles online.

## Improvement Project 2: Recovery of learning, teaching and assessment

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** To address gaps in learning and improve quality of teaching and assessment following home school learning.

### Progress and impact:

- Provided IDL across the curriculum for the whole school. This provided a united approach and engaged learning and participation. Pupils worked on homework projects which were celebrated in school.
- A wider curriculum was implemented considering all the activities and learning which takes place. Pupils were part of the project and established seven new curriculum areas. All learning refers to the new areas.
- Twelve life skills were decided on by parents and pupils. These are reflected and evaluated in learning. Pupils are understanding that the skills are used throughout learning.
- Quality assessment tasks were completed. Parent feedback was discussed and has been used to improve LT &A. Parent are more aware of the learning in school.
- Assessment was more focused and a whole school-based approach was used in Literacy and Numeracy. A combined block planner and assessment tool provided a clear path for Learning and Teaching in each unit of work and delivers consistence across the school.
- Data was regularly collected, scrutinised and used to establish targeted and universal support. This monitors the best use of support resources.
- Agreed teaching approach and non-negotiables were established to support a consistent approach across the classes.
- Peer observations took place to support each other in Reading.
- Pupils' targets in Literacy, Numeracy & HWB/Personal goals set each term. Pupils are aware of targets and refer to them in their learning. Targets are evaluated at the end of each term.
- Meaningful homework was provided each term for Literacy, Numeracy and IDL. Pupils are more engaged in online work and IDL projects and Parents are more involved.

### Next steps:

- A three-year pathway to be established for Literacy, Numeracy, HWB and CFE areas
- Link pathways to IDL units to assure learning is taking place across the curriculum with breadth and depth of skills.
- Establish progressions for Literacy, Numeracy and HWB.
- Use collegiate time effectively to produce workable progressions.
- Use progression and pathways in forward planning meetings.
- Ensure Digital learning, Community, Eco, outdoor learning and creativity are thread throughout planning.
- Increase use of assessment using benchmarks
- Clearer links of learning across the curriculum
- Increased planning of IDL
- Stronger assessment linked with benchmarks
- Increased confidence in planning, learning and assessment
- Provide challenge for pupils learning.

### **Improvement Project 3: Attainment in session 21/22**

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** to ensure improvements and confidence in achieving levels are in place.

#### **Progress and impact:**

- Planning and assessment as a whole school has provided consistency and raised attainment. This was shown in our end of year ACEL.
- Reading, Writing, Spelling and Numeracy programmes are now in place and used across the school which has provided more effective teaching and enhanced progress.
- Moderation has taken place for Literacy and Numeracy to gain confidence in levelling work within a CFE level.
- All teachers have attended QAMSO training and discussed levels and Quality assessment tasks with colleagues across Highland.
- SOFA, Incas and SNSA assessments have been used to provide Data to support levels. Each year group has completed an online assessment programme and the information has been used to close gaps and support professional judgement.
- Ongoing Data trackers have been used for Literacy & Numeracy to support pupils next steps.
- Collegiate dialogue and Data meetings have taken place termly to discuss attainment and determine the required support and focus on levels.
- CLO and SMT discussion about achievement of a level has provided more confidence to state if a child has achieved Early, First or Second level in Literacy and numeracy.

#### **Next steps:**

- Individual achievement trackers to be implemented and used by pupils.
- Continuous use of Alvie Aspiration Curriculum and life skills.
- Continued Data meetings to ensure targeted support is provided and monitored.
- Quality Assurance moderation takes place within school.
- ASG moderation meeting x 4 across the school calendar to provide confidence to determine the achievement of a CFE level.
- ASG shared drive to provide evidence of CFE levelled work across literacy and Numeracy.
- Pupil voice extended in target setting and understanding of their own learning.

## Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<b>1.3 Leadership of Change</b>	Good
<b>2.3 Learning, teaching and assessment</b>	Good
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	Good
<b>3.2 Raising attainment and achievement</b>	Good

Our children and young people believe we have made the following progress this session:

<b>Theme 1 Our relationships</b>	Good
<b>Theme 2 Our learning and teaching</b>	Very good
<b>Theme 3 Our school and community</b>	Very good
<b>Theme 4 Our health and wellbeing</b>	Good
<b>Theme 5 Our successes and achievements</b>	Very good

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

**We are confident in our capacity for continuous improvement.**

## Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.