

# Standards and Quality Report

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AVOCH PRIMARY SCHOOL 2021/22



**Avoch Primary School**

HIGHLAND COUNCIL | STATION ROAD, AVOCH, IV9 8RW

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 are progressing towards achieving these positive outcomes and changes.

## Our School

Avoch Primary serves a very large geographical area of the Black Isle, covering 3 villages and other outlying areas, with most children being transported by bus, minibus or taxi. It serves a mixed economic area with most families in work, prior to the pandemic. There are no children in decile 1 or 2 of SIMD, and free school numbers are low. The school is to receive £17,500 of PEF for session 22-23.

The school's role continues to rise, we will have 11 classes this year, lower end classes are nearing maximum capacity. The senior management team is a DHT with responsibility for Nursery and a PT with responsibility for ASN. There are 11 teachers and 5 PSAs. Our extension for the nursery was completed in December 2021 and we now have 2 nursery rooms and a secure outdoor play area. The new nursery building has meant that our P1 pupils can be based in the old nursery room.

Due to our numbers in 21/22, we had a temporary additional PT this year, however, we will lose this post for 22/23. We have had several unsettled periods throughout the year with high levels of staff absence. We have had school, individual class and nursery closures. Staffing on the whole remains stable and the staff are very committed to the school. Staff have worked extremely hard across the school to deal with the uncertainties that this session has brought. As I near the end of my first year at Avoch Primary School it is evident that the staff have good relationships and work well as a team. Staff are keen to take on leadership roles and support development across the school.

We have an increase in ASN levels across the school, whilst we have been allocated one additional PSA (taking our total to 5 PSAs per day). Our Principal Teacher has 2 days allocated for ASN teacher role and she will continue this next session.

## Our School Vision, Values and Aims

**Our Vision, Values and Aims will be reviewed in August 2022**

**Our vision**

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**kind**

To work in partnership to nurture every pupil of Avoch Primary and nursery to be happy, healthy and achieving ~now and in their future life.

*[vision created by parents, pupils and staff May 2017, reviewed May 2019]*

**Aims** *(the vision is embodied in our aims)*

~nurture happy, healthy children

~work in partnerships within school, with parents and with the wider community

~create a safe, welcoming and positive learning and teaching environment where achievement is promoted and celebrated

~promote an ethos of inclusion, equality, fairness and mutual respect

~develop a shared culture of ambition; with high expectations of attainment and achievement for all

~promote a rich, experimental curriculum that enables our children to engage in high quality learning activities

~inspire life-long learning in our pupils, parents and staff; equipping pupils with skills for life, learning and work.

*[Aims created in line with the new vision in May 2017, reviewed May 2019]*

**Values**

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*[values created by the pupils of Avoch Primary for the pupils and staff]*

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

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

From our SHARNARRI wellbeing survey we can report that

- 97% of pupils scored a 3 or above making SAFE the highest indicator.
- 94% of pupils scaled it at a 3 or above. All classes had a rating of 92% or higher. Making Included the second highest indicator,
- 93% of pupils scaled at a 3 or above for Healthy, making it the joint third highest scoring of the SHANARRI Indicators.
- 92% of pupils scaled Active at a 3 or above which was came 4<sup>th</sup> out of all of the indicators.
- 91% of pupils scaled achieving at a 3 or above making it one of the lowest scoring indicators alongside Nurtured and Respected
- 80% of pupils agreed or strongly agreed that the school encourages you to have positive mental health and wellbeing, and only 2% of you disagreed with this statement.
- 38 % of pupils strongly agreed that effort and hard work are definitely valued at Avoch with only 3% disagreeing.
- 6% of pupils felt you needed further opportunities to develop a wide range of skills and interests.

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- 5% or less of pupils disagreed that you feel like you belong both to the school or your peer group. There seems to be a real sense of belonging to Avoch with 5% or less of you disagreeing that you feel like you belong both to the school or your peer group.

### 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.

*The pupil council have made an improvement plan with areas they would like to see improvements in.*

#### Priority 1 – HWB

We would like to see children making more healthy choices at playtime and lunchtime.

We will:

- Start-up Fruity Friday
- Weigh the food waste at lunchtime
- Fruity breaks in the afternoon
- Have a healthy eating display in the school
- Create fruit, veg characters to display, and help younger children try new food.
- Collect data from class surveys

#### Priority 2 – Learning and Teaching

Children would like time to learn about things they choose.

They would like to trial 30 mins a week to develop themselves.

Ideas were:

- Research own project
- Reading
- Writing
- Drawing
- Maths
- Learn a new language
- Create slide shows on helping the planet.

#### Priority 3 – Curriculum

Children would like to use the local area better in their learning.

Using places such as the:

- Mugga
- Beach
- Park
- Railway track
- Pitch
- Litter picking activities too.

### 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:

**Primary focus:** School and ELC improvement

**Year of Project:** 1

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**Purpose:** Recovery from Covid- 19 school closures – Health and Wellbeing

Progress and impact:

NIF priority

- Closing the attainment gap between the most and least disadvantaged children and young people ☒
- Improvement in children and young people's health and wellbeing ☒

Linked to National Improvement Drivers

*School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒  
Assessment of Children's Progress ☒ School Improvement Q Performance  
Information*

Linked to Highland Council's 4 Key Priorities

Aspiration, attainment and performance ☒

Integration, inclusion and partnerships ☒

Curriculum and pedagogy ☒

Leadership and career-long professional learning ☒

Covid continued to have an impact on the school community. We had periods of school/individual class closures and high levels of staff absence. Health and wellbeing across the school has been a key priority.

Staff and pupils have good relationships across the school from nursery to P7. Staff know the children in their classes well. We have started to look at how we celebrate wider achievements and parents and children are using the Google form to share 'news' and photos from home, which we then share at assembly. We have reviewed our pupil profiles and staff, children and parents have been consulted in this process. We are ready to roll the new profiles out in August and we will continue to review these throughout the next session.

As a whole school we have looked at 'how nurturing is our school' and identified areas that we need to develop further as a school.

### **Strengths**

NP6- Transitions are significant in the lives of children and young people.

- Seasons for growth,
- therapy dogs,
- Relaxation groups
- lots of targeted support for bereaved children,
- All classes have clear routines, use of visual timetables etc
- Teachers are aware of significant transitions that have happened in children's lives and take these into consideration
- Staff take time to develop strong relationships with pupils and their families. Staff develop wide knowledge of each pupil and their circumstances.

We developed 'the den' which is a nurture space for children to be supported by our PEF PSA. This year we successfully run a breakfast club for some of our PEF children (and other children affected by trauma). The children really enjoy attending the breakfast club, they come into school early and we are seeing that this is having a positive impact on individual children's attendance. Class teachers take turns to help set this up and it is having a positive impact on all of the children involved.

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Children continue to attend therapy dog sessions and the feedback from children and parents is very positive. These will continue into next session.

We have run a successful block of sessions for growth with some of the older children in the school. We now have 3 trained members of staff that can help facilitate sessions next year.

P4-P7 children have completed our SHANARRI school survey. Achieving, Nurtured and Respected scored lowest across the 8 indicators. It will be important for us to use the data to work with children next session to identify the areas we are going to improve and how we are going to do this.

#### **ELC**

- Children have settled into the new building with ease and most are following rules and routines. Children have shown flexibility and resilience through extended hours and staying for lunch.
- Parents enjoyed the transition activities sent to them as they could not access the building – virtual tour, stories read by practitioners, policies, virtual singing time. We have now begun to open up to parents and from August 2022 parents will attend stay and play, sharing time and other activities.
- Care plans – are regularly reviewed and set up following new guidance.
- New children have settled into the nursery well and the settling in policy is smoothly transitioning children to attach to their key worker.

#### **Next steps:**

- Continue to develop nurture across the school with a focus on the nurture principals
- Attachment and trauma training for all staff
- Focusing on developing nurturing classrooms with "calm corners"
- Work with the Educational Psychologist to ensure equality, inclusion, diversity and the Rights of the Child are embedded across the school.
- ELC – Staff training on schemas required
- ELC – continue to develop early intervention strategies and tracking children to help prioritise developments.

#### **Improvement Project 2:**

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** Recovery of Learning and Teaching, Assessment in session 21/22

Progress and impact:

*Linked to National Improvement Framework Priority*

- Improvement in attainment, particularly in literacy and numeracy ☒
- Closing the attainment gap between the most and least disadvantaged children ☒
- Improvement in children and young people's health and wellbeing ☒
- Improvement in employability skills and sustained, positive school leaver destinations for all young people ☒

*Linked to National Improvement Drivers*

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School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒  
Assessment of Children's Progress ☒ School Improvement Q Performance  
Information √

Linked to Highland Council's 4 Key Priorities

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Curriculum and pedagogy ☒

Leadership and career-long professional learning ☒

To identify gaps in learning we purchased SOFA assessments, which we carried out with P3, P5 and P6 pupils. They pinpoint specific gaps that the teachers can use to identify next steps for learning and teaching. The SOFA assessments provide similar information as the SNSA results.

ACEL data for 21/22:

P1 – L & T – 92%, Reading 86%, Writing – 75%, Numeracy – 86%

P4 – L & T – 82%, Reading – 71%, Writing – 63%, Numeracy – 68%

P7 – L & T – 94%, Reading – 88%, Writing – 83%, Numeracy – 73%

We continue to have a dip in the middle stage and this will be a priority focus for next session.

This session we introduced Wrap Around Spelling across the school. Our PT led training sessions and supported staff with the implementation on this. Staff have engaged well with the approach and have shared good practice across the school. We have also introduced Talk for Writing and all staff have gone through the whole process with their class in term 4. We then met to moderate writing pieces and discuss the process. We will continue with this next term and all teachers will attend the official Talk for Writing Fiction training on September Inset Days.

I feel we have made steady progress with evaluating and improving the literacy curriculum, however, moving forward more focus needs to be on improving our maths curriculum.

### **ELC**

Children are engaged and enjoy coming to nursery, taking part and opting into all activities provided.

Staff are beginning to get used to the environment and using it to support learning. Learning areas are now set up and children are able to access a variety of resources in their play.

Policies have been reviewed and shared with parents.

Assessment and tracking – collating attainment and achievement on data sheets has clarified each child's progress in each area of the developmental overview but also the area as a whole. This has supported practitioners to individualise the learning and target any overarching areas of the environment.

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**Next steps:**

- Continue to empower staff to use the data to inform next steps for learning and teaching.
- Review the current monitoring and tracking system
- Monitor the middle stages and identify the cause of the dip.
- Develop a more coherent and ambitious maths programme and update the policy
- ELC – develop effective observations - identify the specific learning and use this to inform next steps.
- ELC – Moderation – discuss observations, benchmarks, developmental overviews as a team and agree standard of achieving the statement.
- ELC – areas to support from Developmental Overviews – play and imagination, expression and social and emotional development.

**Improvement Project 3:****Primary focus:** Curriculum and assessment**Year of Project:** 1**Purpose:** Rebuild and Strengthen the curriculum**Progress and impact:***Linked to National Improvement Framework Priority*

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

*Linked to National Improvement Drivers*

School Leadership  Teacher Professionalism  Parental Engagement   
Assessment of Children's Progress  School Improvement  Performance Information

*Linked to Highland Council's 4 Key Priorities*

Aspiration, attainment and performance   
Integration, inclusion and partnerships   
Curriculum and pedagogy   
Leadership and career-long professional learning

We have successfully reintroduced the other curriculum areas. Our social subject planner has been used successfully this year. We had a working party improving our expressive arts planners and this was rolled out to staff ready for next session. Children and staff have enjoyed the IDL work that has been carried out this year. We have had sharing sessions across the school and we have had parents into the classes to see what the children have been learning.

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## ELC

Staff have worked hard on the environment this year and creating areas within the nursery rooms. Resources have been ordered to support effective learning throughout.

Parents have made positive comments on the Monthly learn at home sheet which gives parents helpful practical ideas of how to support their child at home.

### Next steps:

- Identify and embed a whole school PE planner.
- Reintroduce the Fortrose ASG skills planner and increase the children's awareness of the skills that they are learning.
- Involve pupils more in personalisation and choice in learning.

## Evaluation of Progress

We believe we have made the following progress this session:

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

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

|  |                 |
|--|-----------------|
| <b>Theme 1</b><br><b>Our relationships</b>         | Choose an item. |
| <b>Theme 2</b><br><b>Our learning and teaching</b> | Choose an item. |
| <b>Theme 3</b><br><b>Our school and community</b>  | Choose an item. |
| <b>Theme 4</b><br><b>Our health and wellbeing</b>  | Choose an item. |
| <b>Theme 5</b>                                     | Choose an item. |

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## **Our successes and achievements**

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

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

As I begin my second year as HT, I feel I have established secure relationships with the school community. As we hopefully continue to move away from the Covid pandemic, I feel that this year we have identified clear priorities for improvement and are ready to refresh our Vision, Values and Aims and review our curriculum rationale.

## **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 <https://sites.google.com/fortroseacademy.org.uk/avoch-primary-and-elc/home> or by contacting the school office.

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