

Standards and Quality



2021/22



RAIGMORE PRIMARY SCHOOL

HIGHLAND COUNCIL | KING DUNCANS ROAD, INVERNESS IV2 3UG

READY | RESPECTFUL | SAFE | HONEST | KIND

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

Raigmore Primary School is in the Raigmore Estate approximately one mile east of Inverness city centre. The catchment area comprises Raigmore Estate and the married quarters at Cameron Barracks. We feed into Millburn Academy and work closely alongside the other schools in our ASG.

17% of our enrolled children applied for School Clothing Grant. The majority of our children live in a SIMD band 6-8. 40% of our children are from Military Families or background.

We have strong partnerships with other education and health professionals, the Army Welfare Unit and the Military Liaison Group to support our children.

We have changed our whole school approach to the management of behaviour through our emphasis on positive relationships, restorative practice and shared school values. The positive ethos within the school is frequently commented on by visitors to the school.

We have a high level of Child's Plan at Level 3 or 4. We have one ASNT 4 days a week working within our school who supports our inclusive practices. Due to long-term staff absences, COVID and other circumstances our ASNT has been class committed 3 days out of her 4. This has impacted our ability to carry out all of our priorities in our School Improvement Plan. Our DHT has the responsibility for overseeing ASN. She oversees ASN and supports the process of Child plans and referrals. We have been building leadership opportunities within our ASN team and are fortunate to have a nurture room 'The Rainbow Room', weekly outdoor learning, Breakfast Club, Toast Trays, a ukulele band and a busy school library - all led by PSAs to enhance our inclusive ethos.

This session we had an allocation of £53,541 Pupil Equity Fund and £10,700 from the MoD Education Support Fund. All of this funding goes towards raising attainment in literacy and numeracy and supporting Health and Wellbeing. Due to COVID it has been difficult to carry out all our actions within our priorities. As a result, two PEF funded days for an additional class teacher were not filled, affecting the success of planned interventions. However, we will be able to carry forward this underspend into next session when hopefully we will be able to maximise the potential of this additional funding.

The school is bright and attractive with a playground large enough for team games. It also has three garden areas and an outdoor classroom offering an attractive, educational, stimulating and therapeutic space for all children. We have truly maximised our outdoor space this session with weekly P.E., Active Play, conservation & sustainability lessons, transition and gardening awards all taking place outdoors.

There are currently 8 mainstream classes. Our Early Learning and Childcare Centre has two large rooms and a brilliant outdoor area linking the two and allowing free flow. Our newly opened second building will allow us to better accommodate the 1140 hours. We have an art room, main hall and canteen space as well as several break-out rooms to support small groups and individuals. The school is well maintained and looked after by all.

Our Senior Leadership Team comprises of Head Teacher, who took up post in April 2018 and Depute Head Teacher and Principal Teacher who took up posts in August 2018.

Our School Vision, Values and Aims

Vision:

Together we support, nurture and inspire all of our children to be their best; now and in the future!

Values:

Ready, Respectful, Safe, Honest and Kind.



Aims:

- ✚ At Raigmore Primary School we warmly welcome everyone.
- ✚ We provide a happy and safe environment where every child and adult is listened to.
- ✚ We value and respect each other, our school community and our wider world.
- ✚ We feel proud to be part of the Raigmore team where learning is fun and creativity is encouraged.
- ✚ We share the responsibility with our whole school community to nurture our children towards healthy life choices and positive destinations.
- ✚ We support all children and adults to shine by setting high expectations and by providing quality learning and leadership opportunities.
- ✚ We work hard to overcome barriers and understand the importance of resilience and learning from mistakes.
- ✚ We encourage clear and honest communication.

- ✚ We recognise and celebrate achievements.
- ✚ We care for ourselves and each other – spreading love, joy and kindness throughout.

Pupil Voice: what is working well in our school?

We shared a Google Form survey with our children and young people and they identified the following strengths, in their own words, for our school this session:

- The grown-ups are respectful.
- We are safe.
- People are honest.
- The teachers are nice to us and teach us the right things.
- The teachers organise the timetable well and other teachers who come in are able to follow the plans.
- We are a good team.
- We have Caley Thistle, PE in school and basketball and shinty after school.
- On Fridays, we have Fun31 and some of us are excited to see class assemblies.
- Ukulele and Active Play sessions are super fun!
- Getting our John Muir Award was amazing!
- Our farm and plastic/pollution topics were fun.
- We are good at reading and writing stories.
- We are good at playing – we play nicely.
- The teachers are kind.
- We learn in different ways and we have lots of sport.
- You learn and you have fun.
- You learn and you learn to be kind and respectful.
- People are kind at break time and lunchtime.
- There is a breaktime so you don't have to work all the time!
- We respect the toys.
- We help others.
- We love the outdoor classroom and going to the park.
- We like mixing with the other classes.
- We have nice awards and lovely teachers to help us when we are sad.
- Everyone is honest.
- We have good friends.
- Teachers do as much as they can for us - they are nice and take us to good places.
- Everyone is kind to each other.
- Best teachers!
- The teachers help educate us and help people who need a little bit more help.
- So many new friends every single day.
- We all help each other.
- Everyone is quiet at assemblies.
- We like helping out with the infants.
- We have House and Vice House Captains.
- We have a good library.

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

We shared a Google Form with our children and young people and they identified, in their own words, the following changes they would like to see and the difference these changes could make:

- If people find jobs easy then give them harder jobs - If you had harder jobs you would learn more.
- More toast – We'd be less hungry.
- More time outside for Fun31 – We're calmer after we have been outside.
- Some people need to stop fighting - If there was no fighting it would make people more happy.
- We'd like to go on more trips – More trips would mean people looked forward to coming to school more.
- We would like to see more of our work on the walls – The class would look better.
- Look after people who are lonely - If we looked after people they would feel less lonely and be happy.
- We could an extra 1 minute to choosing time – I feel that choosing time is a bit short.
- We could get more toys and things for the classroom and playground – It will be fun.
- More computer lessons and Chromebooks for P4 – It would make school better.
- More active play equipment, bigger Trim Trail, monkey bars etc. – It would make us fitter.
- More Assembly certificates, baking, trips – It would make it more fun.
- Swap the toys with other classes – It would make school even more fun.
- New people in our class - We would make more friends.
- More trips like going to the park, feeding the ducks, having an ice cream van – It would be fun.
- Have more classes like music, drama, football, rugby etc. – New skills.
- More fundraising for playgroup equipment – better basketball hoop, football goals. etc – We would be happier to be outside.
- Lunchtime clubs – We wouldn't get bored or misbehave.
- Look after the playground – It would help the environment.
- Be able to play basketball in the hall at lunch and playtime – We wouldn't get bored.
- Help each other – People would feel welcomed.

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: 2

Purpose: The purpose behind this priority was to respond to the ongoing impact the COVID-19 pandemic had on Health and Wellbeing. This was identified as a Highland-wide priority to support post-pandemic recovery.

Progress:

All classes and ELC have now engaged with the SHANARRI wellbeing indicators. Through class activities, links to our HWB planners, pupil profiles, displays and online assemblies, we have been able to increase awareness throughout the school and ELC. This has led to us including a SHANARRI focus in all our pupil profiles which the children regularly engage with.

All classes completed the Tree of Knowledge online HWB programme – 'Treehouse'. The activities were relevant and engaging, generating discussions supporting transitions.

All teaching staff, PSAs, EYPs and cleaning staff are up to date with Child Protection Training and Policy.

The Rainbow Room (our Nurture room) has been an invaluable space for children with identified emotional and social needs. Approximately 40% of our children have accessed this space at some point throughout the session.

The Rainbow Room he has helped to build confidence, resilience and self-esteem in the children, developing relationships build on mutual trust, respect and kindness. All children with a Boxhall Profile have evidenced progress.

61% of children entitled to PEF have made progress in their Boxhall identified targets.

Term 1: 35% of children entitled to PEF attended BC at least once/wk.

Term 2: 28% of children entitled to PEF attended BC at least once/wk.

Term 3: 24% of children entitled to PEF attended BC at least once/wk.

Term 4: 25% of children entitled to PEF attended BC at least once/wk.

Our Outdoor Classroom has been a huge success. A PSA has taken the lead with this space – researching and creating experiences for all classes ELC – P7 working alongside all staff and wider school partners to engage the children in meaningful lessons which raise awareness of and support sustainability. This has led to most of our children taking more responsibility for the school grounds. As an extension of this our P6s gained the John Muir Award

We extended the learning through play opportunities from our Early Level to include our P4s and P6s by having weekly Active Play sessions led by the Play and Learning Advisor, Care and Learning Alliance. This has contributed to the consensus of play for all.

In addition to our Breakfast Club, we started offering 'Toast Trays' to every class 3 mornings per week. This has been so well received, we are planning to offer 'Toast Trays' 5 days per week next session. This was started after feedback from children who were appearing hungry and stating that they had not had any breakfast. The toast settles the children and helps to have better concentration for learning.

We have re-established our face-to-face links with Forces Children Scotland, having a member of their team work closely, in school, with our 'Raigy Forces'. Our class teacher who runs our 'Raigy Forces' group has been an amazing support to our forces children and families this session – organising fitness events, team building events, art competitions, raising awareness days and a 'Coffee & Cake' open day. Most importantly, she has been available to our forces children (in school and online) giving them a safe space to talk about their feelings, worries and aspirations. This has enabled our Forces Families to feel they have a familiar link to the school that they can go to for support and advice.

Feedback from our Forces children clearly indicates they value the support they receive through our Raigy Forces group:

"It's calming and it releases stress because some lessons are stressful."

"I feel included."

"It helps when my dad goes away."

Through our emotional wellbeing activities, the children are more able to identify and manage their feelings and those of others.

Next Steps:

HWB will be a focus in our SIP 2022/23 as part of COVID recovery with aspects of priorities from this session being built on.

Very good progress has been made in health & Wellbeing across the school. We see this area as a strength and emotional literacy, nurture and wellbeing are well embedded in the school and ELC.

Improvement Project 2: Recovery of Learning and Teaching and Assessment

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: The purpose behind this priority was to respond to the ongoing impact the COVID-19 pandemic had on progress made within Literacy and Numeracy. This was identified as a Highland-wide priority to support post-pandemic recovery.

Literacy

Progress:

Our PT has effectively led the development of Literacy across the school, including; creating an easy to access resource with all of our literacy planning and support materials, a consistent approach to assessment, tracking and monitoring, organisation of training and creation of support packs.

Developmental Overviews (DO) now play an important part of the ELC to P1 transition and beyond. Some children continue to work towards the DO targets in early level and so these are used to inform planning which is developmentally appropriate. Progress within the DO is tracked and children are targeted with timely interventions. We now use the DOs for 2-year-olds in the ELC too. EYPs are making effective use of the 2 YO DOs to have a clearer understanding of where the children are and their next steps.

Phonological Awareness Assessments are used effectively throughout the school from P1 – P6. These are used routinely for planning for whole classes and individual, highlighting areas for targeted interventions.

Blackwell Spelling (P3-P7) and Salford Reading (P4-P7) Assessments give us a spelling/reading age and stage of each child which we can compare with their actual age. This allows us to measure the impact of what we are delivering in our learning and teaching. Completing these twice a year allows us to closely monitor progress.

Talk for Writing/Wraparound Spelling – We have continued to focus on these approaches to writing and spelling.

Our approach to spelling is now more robust.

There is a noted improvement in the enthusiasm, stamina and willingness of the children to write.

From Spelling baseline assessments carried out in September 2021 and the again in May 2022, there was a significant increase in the attainment data.

In consultation with families, we now put the Literacy, Writing and Numeracy jotters home regularly. The children also share their profiles and learning targets at these times. The ELC staff invited parents into the setting and had the opportunity to share the children's profiles.

All teaching staff, PSAs and EYPs have had an introduction to early literacy.

All teaching staff have had Wraparound Spelling training and are on track with termly spelling patterns and accessing resources.

PSAs and EYPs are trained in Words Up strategies.

Class observations were carried out with support and next steps identified.

Moderation of Literacy and Writing jotters carried out with next steps identified.

PRDs of all school staff carried out with areas of strength and next steps identified and planned for.

PT works closely alongside the Literacy Development Officer.

Next Steps:

An ASG focus on Tracking, Moderation and Reporting to ensure consistent approaches and understanding of achievement of a level.

Working with the new neurodevelopmental resources to better understand and target persistent literacy difficulties.

Numeracy

Progress:

Highland Numeracy Progression diagnostic assessments have been carried out effectively with infants and the children entitled to PEF.

The assessments that were carried out gave a clear indication of where the children were in their learning and the gaps that required planned interventions. This supported the work of the teaching staff, PSAs and the COVID recovery teacher.

Class teacher (CT) led the implementation of Leckie resources across the school from P1 – P7 to ensure consistency across the school.

We focused on Number Identification and Addition/Subtraction:

Number Identification:

78% of children in the target group achieved predicted level.

Addition/Subtraction:

52% of children in the target group achieved predicted level.

The Leckie resources have enabled us to have a much clearer line of progression across the school and a more streamlined approach to planning. It is now much easier for us to identify where the gaps in learning are for targeted support and smoother transition.

Next Steps:

An ASG focus on Tracking, Moderation and Reporting to ensure consistent approaches and understanding of achievement of a level.

An ASG focus on scrutinising of data to ensure moderation of a level.

Very good progress has been made in our approach to Literacy and Numeracy across the school. There is a clearer correlation between assessment and intervention and a more standardised approach to planning to ensure progression and a shared language.

Improvement Project 3: Attainment – Focusing on new or widening gaps caused by the COVID-19 pandemic.

Primary focus: Performance Information

Year of Project: 1

Purpose: The purpose behind this priority was to find a way to more effectively respond to the widening gaps in learning, resulting from the COVID-19 pandemic. We aimed to explore more robust approaches to assessment, tracking and reporting.

Progress:

Families were surveyed about our approach to Key Assessment tasks. As a result, and at the request of the families, we opted for regular sharing of targets and jotters. This, alongside pupil profiles are regularly updated Google Classrooms has provided a good balance between reporting to parents.

As an ASG, we have been able to more align the tracking and monitoring of assessments more effectively – Numeracy diagnostics/Salford reading/Blackwell spelling.

Digital Pupil Profiles are well established in P5, P6 and P7.

Please follow this link to see the impact of our PEF Plan for 2021/22 and our plans for 2022/23. [2022-23 PEF Raigmore PS ELC.2.docx](#)

Next steps:

ASG priority to develop a Tracking, Monitoring and Reporting Dashboard.

We have made good progress in the area of assessment, tracking, monitoring and reporting – as evidenced in more detail in Project 2. We will further improve our approach to tracking, monitoring and reporting by being part of an ASG wide plan next session to develop a TRM Dashboard. This will support moderation of data and interventions as well as enhancing transitions. We will also be looking to further develop other areas of the curriculum to provide further opportunities for the children to transfer their skills and knowledge.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator

| | School self-evaluation |
|---|-------------------------------|
| Leadership of Change | 1.3 Good |
| Learning, teaching and assessment | 2.3 Satisfactory |
| Ensuring wellbeing, equality and inclusion | 3.1 Good |
| | 3.2 Satisfactory |

Raising attainment and achievement

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

Theme 1 Very good
Our relationships

Theme 2 Very good
Our learning and teaching

Theme 3 Very good
Our school and community

Theme 4 Very good
Our health and wellbeing

Theme 5 Very good
Our successes and achievements

Our overall evaluation of Raigmore Primary School's capacity for continuous improvement is: Very Good

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 through our Google Classrooms or by contacting the school office.