

Standards and Quality Report

2021/22



Aviemore Primary School and ELC
HIGHLAND COUNCIL | MURTON, AVIEMORE

Inclusion

Motivation

Respect

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

Aviemore Primary School and ELC is a large community school based in the village of Aviemore, within the Cairngorm National Park, providing education for children aged 3-12 through ELC provision and a primary school. The current school roll is 258 with an additional 45 children registered in the nursery. The ELC provision provides flexible childcare from 8am-6pm Monday to Friday in term time. There is an Additional Support Needs provision in the school which serves the Badenoch and Strathspey area. The school covers a mixed diverse catchment area, catering for families from a variety of socio-economic backgrounds. In August 2022 we welcomed 30 Ukrainian refugees from nursery to Primary 7. The current SIMD spread ranges from 11-16. Aviemore Primary School and ELC is part of the Kingussie High School Associated Schools Group.

Our School Vision, Values and Aims

Our Vision Statement

At Aviemore we are:

Always learning

Always growing

Always positive

Our Values:

Aviemore Primary /ELC

Values are:

Inclusion for

Everyone

Motivation in

Our learning

Respect all

Equally

Our Aims

- To provide a safe and welcoming environment where children can play and learn.
- To work with parents and partners to provide the best care and opportunities for our children and families.
- To make links with our local community and use our environment as a learning resource.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session: (Pupil Council gathered feedback)

We think the school is great and the adults are good role models.

We feel the school praises good effort and celebrated successes, by being kind, by being a Gold Rights Respecting School, and giving certificates out in assembly.

We get choices with our maths resources, use KWL grids and we have choices in the woods.

We get lessons about equality and diversity. We know everyone is different.

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 swings and slides and jungle gyms.

We would like to make our garden area bigger.

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 address impact of Covid-19*

Progress and impact:

- P.E contexts for learning planner was created by staff to ensure children engage in a variety of activities across the P.E curriculum and have the opportunity to develop a wide range of skills.
- P.E resources were audited and organised. Parent Council funded new resources.
- SMT and Peer observations in P.E took place to quality assure learning and teaching and share good practice.
- Outdoor Learning resumed for all classes, most utilising the nearby Milton Woods as well as our extensive school playground. Partners such as Forest Rangers and 'Wild Things' supported outdoor learning delivery.
- P7 took part in snowsports programme again for the first time post-Covid.
- Parent Council funded equality based books for each classroom.

- Each class delivered a class assembly, many with an equalities theme e.g P7 shared learning about gender equality, P4/5 shared learning about autism.
- Nurture groups were established and the impact measured using Boxall profiles. Children who did not make progress did not continue in the group. Children who did make progress saw improvements in emotional security and relationships with others.
- Covid recovery teacher time was used to support HWB in the first term through delivery of the Bounce Back resource.
- Staff, parents and pupils reviewed our bullying policy. 'Worry boxes' were established in each class. P7 pupils took the lead in conducting bullying surveys across the school.
- Online Safety workshop delivered by CLO for parents/carers.
- House Enterprises and fundraising events took place throughout the year, planned and in addition in response to Ukraine crisis.
- Children engaged in COP26 and were invited to join schools across the UK in singing a song with Ewan McGregor.
- We worked with Scottish Water to design a posted celebrating a new Top Up Tap established in Aviemore.
- Healthy eating in ELC- Eat-well plate was introduced to nursery children.
- Good progress was made in this area, however it is recognised that work in this area will be ongoing.

Next steps:

- New HWB planners will be used to streamline teaching across school. There will be an increased focus on SHANARRI through these and this will be reinforced through whole school assemblies.
- Stakeholder engagement will be a priority next session. Children will be able to access the community more and parents and carers will resume opportunities to be involved in school life.

Improvement Project 2: Recovery of Learning, Teaching and Assessment

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: *To address impact on Covid-19*

Progress and impact:

- Learning Profiles were re-established to assess and record children's progress and increase children's ownership of their learning. In term 4 we were able to hold an open event and share these with parents/carers.
- Play based learning continued to develop in P1 and P2. Staff visited another school to observe practice and engage in professional discussion. Planning in the moment training given to ELC staff and planning formats shared between ELC and P1.
- Staff were trained in 'Epic 8' reading comprehension strategies to develop children's skills in reading. PM Benchmark resource was used to assess a sample group of children's progress in reading.
- Previous introduced literacy initiatives 'Talk for Writing' and 'Wraparound Spelling' were further embedded.
- SMT and Peer observations in literacy took place to quality assure learning and teaching and ensure good practice.

- Curriculum workshop for parents was held.
- Good progress was made in this area and many strengths that were evident prior to covid were re-established.

Next steps:

- SOFA assessments have been purchased for use in P2, 3, 5 and 6 to provide teachers with additional data in years where SNSAs are not used.
- Numeracy will be an improvement priority next session. We will look at planning, resources and assessment.
- Teaching Sprints approach will be used to develop learning and teaching strategies and improvements.

Improvement Project 3: Attainment

Primary focus: Performance Information

Year of Project: 1

Purpose: *To address impact on Covid-19*

Progress and impact:

- PEF money was used to employ additional teacher time to deliver numeracy resource 'Plus 1' and 'Power of 2' daily individual interventions. Highland Numeracy Assessments were used to evidence progress and all children assessed showed improvement at the end of session.
- Covid recovery teacher time was used to release class teachers to do 1:1 and small group interventions with identified pupils. Teachers were very positive about the impact of this intervention and data shows that children at risk of not achieving 'age and stage' levels were able to do so due to this additional input.
- Moderation of writing as a whole staff was useful in clarifying level expectations and increasing consistency.
- PEEP parenting sessions in ELC were not well attended but positive feedback was given on electronic distribution of resources.
- Good progress was made in this area and the above events had clear and significant impact on pupil progress and achievement.

Next steps:

- SOFA assessments have been purchased for use in P2, 3, 5 and 6 to provide teachers with additional data in years where SNSAs are not used.
- Moderation as an ASG will be an Improvement Priority next session.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator

School self-evaluation

Leadership of Change
1.3 Satisfactory

2.3 Satisfactory

Learning, teaching and assessment

3.1 Good
Ensuring wellbeing, equality and inclusion

3.2 Satisfactory
Raising attainment and achievement

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

Theme 1 Good
Our relationships

Theme 2 Good
Our learning and teaching

Theme 3 Satisfactory
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Good
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.

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 <http://aviemoreprimary.co.uk/> or by contacting the school office.