

Standards and Quality Report

2021/22



ARDGOUR PRIMARY SCHOOL
HIGHLAND COUNCIL | ARDGOUR PH33 7AB

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/Cluster/ASG

Ardgour Primary School is part of the Ardnamurchan Associated Schools Group.

Ardgour Primary is a non-denominational school which serves the Parish of Ardour and Kingairloch, stretching from Conaglen in the north-east to Kingairloch in the south-west. The school roll is currently 18 with 5 enrolled in nursery. The learners are organised into two composite classes comprising P1 – P4 pupils and P5 – P7 pupils. The school is staffed by two teachers and supported by a cluster Principal Teacher and a cluster Head Teacher. Both classes benefit from the support of a Pupil Support Assistant.

An attractive newly built Early Learning Centre for children aged 2 - 4, sits within the grounds of the school. The nursery has three members of staff, an Early Years Practitioner and two Support Workers.

This session the school was allocated £21 60 in Pupil Equity Funding. This will be used to target raising attainment and inclusion.

Our School/Cluster/ASG Vision, Values and Aims

Motivated Pupils, Enabled Staff, Involved Parents

Friendship, Respect, Fairness, Fun, Leadership

- Ardgour will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.
- Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world.
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.

- We will keep learning and keep getting better so our learning/school is the best it can be.

Pupil Voice: what is working well in our school?

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

- It's a small school so everyone is friendly and knows everyone.
- The teamwork of everybody in the school works well.
- We get to meet other schools at sports days, Mods etc
- The teachers are friendly
- Rosie is good with bumps
- We are told how to improve our work, given support to work through it, and rewarded when we achieve

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 see the area outside of the school grounds developed – this project was started, and children were asked to design what they would like to see but nothing ever came of it.
- Skills club back up and running.
- I like the school as it is but it would be nice to have houses or group points or prefects.

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: 2

Purpose: Recovery of Health and Wellbeing post-Covid

Progress and impact:

All teachers have delivered lessons which include SHANARRI indicators. Learners have been involved in completing HWB self-assessments. If concerns were identified, learners were supported by a trusted adult to explore these.

As a result of this, most learners are now able to discuss their feelings using the language of wellbeing. They are able to demonstrate this by linking their experiences, thoughts and feelings to the wellbeing indicators during check-ins.

There has been a focus on outdoor learning across the curriculum, with all classes maximising time spent in the local environment. The focus of this has been on developing resilience and prosocial skills. Staff attended Resilient Kids training.

As a result of this outdoor learning environments have been developed and most children have improved on their self-assessed wellbeing scores. Teaching staff observe increased motivation, engagement, and self-management in most learners.

Next steps:

- Continue to embed the language of wellbeing across the school
- Ensure monitoring of wellbeing is established within annual assessment overview and within tracking meetings
- Ensure learner participation is facilitated across the school by establishing systems which ensure active participation in decision making and discussions
- Establish a Rights Respecting Schools pupil group and begin the journey to Bronze
- Update Equality and Diversity policy with stakeholders

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovery of learning, teaching and assessment

Progress and impact:

All teaching staff make use of Highland literacy and numeracy frameworks to support the planning of learning and tracking of progress.

As a result of this all are able to identify gaps in learning and deliver lessons which provide the appropriate levels of support and challenge.

Within all classes, learners can make use of a variety of digital learning tools.

This has allowed learners to experience increased opportunities for personalisation and choice in terms of how they demonstrate their learning and/or make use of accessibility features to address ASL.

The use of Learning Journals is now established across the school.

These have enabled most learners to reflect on their strengths and next steps for learning. The use of journals has allowed teaching staff and families to better understand learners progress and has allowed learners the opportunity to be active and explore ideas which have arisen during their learning experiences. The identification of targets allows both learners and families to work towards improvement and has supported feedback within the classroom and at home.

All teaching staff have been exploring play pedagogy. This is becoming well established across all classes.

Learners who are experiencing play-based learning are enjoying the autonomy of the experiences and the opportunity to be flexible in how they find solutions to both new and existing problems. Learner feedback has been positive with a majority reporting that their motivation to learn has increased.

To address attainment in numeracy, teaching staff have been evaluating the teaching and learning in this area across the school. Problem solving and mental maths have been a particular focus.

Most recent data shows that most learners are making appropriate progress from prior levels of attainment.

Next steps:

- A focus on planning, observation, assessment, recording and reporting will continue supported by participation in Highland wide moderation
- Classroom visits will be reintroduced in order to share good practice across the teaching team, observe learners and secure improvements

- Within the ELC, a focus will be on creating literacy and numeracy rich environments, both inside and out
- Development of play-based learning will continue to be explored across the school

Improvement Project 3:

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Attainment in session 21/22

Progress and impact:

All teaching staff have experienced a range of opportunities to discuss and moderate children's work – both across the cluster and Associated Schools Group, This has supported teacher's to have a shared understanding of standards.

As a result of our moderation activities, all teaching staff are confident that their decisions on learners progress are reliable. This has also supported learners during transition in ensuring pace, support and challenge is maintained.

An annual assessment overview is in place across the cluster which has enabled staff to develop a good understanding of where gaps are in learning. Staff use the Curriculum for Excellence benchmarks to support their planning, observations and assessments.

These approaches to assessment, planning and monitoring have supported target setting and differentiation as well as reflection on classroom practice and how this can be adapted to best meet the needs of learners. Deployment of support staff is informed by this to ensure timely and responsive intervention.

Next steps:

- Attainment in literacy and numeracy will continue to be monitored carefully via tracking meetings and formative/summative assessment
- Teaching staff will participate in council wide moderation training to continue to develop understanding of standards at a local authority level
- Approaches to tracking will be reviewed and developed including monitoring impact of interventions
- Opportunities for learner participation will be explored in order to develop the quality of learners' achievement
- Impact of Pupil Equity Funding will be reviewed throughout the year to ensure equity is achieved for all learners

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Satisfactory
Learning, teaching and assessment	2.3 Good
Ensuring wellbeing, equality and inclusion	3.1 Very good

3.2 Good
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 Excellent
Our school and community

Theme 4 Excellent
Our health and wellbeing

Theme 5 Good
Our successes and achievements

Our overall evaluation of our cluster'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 or by contacting the school office.