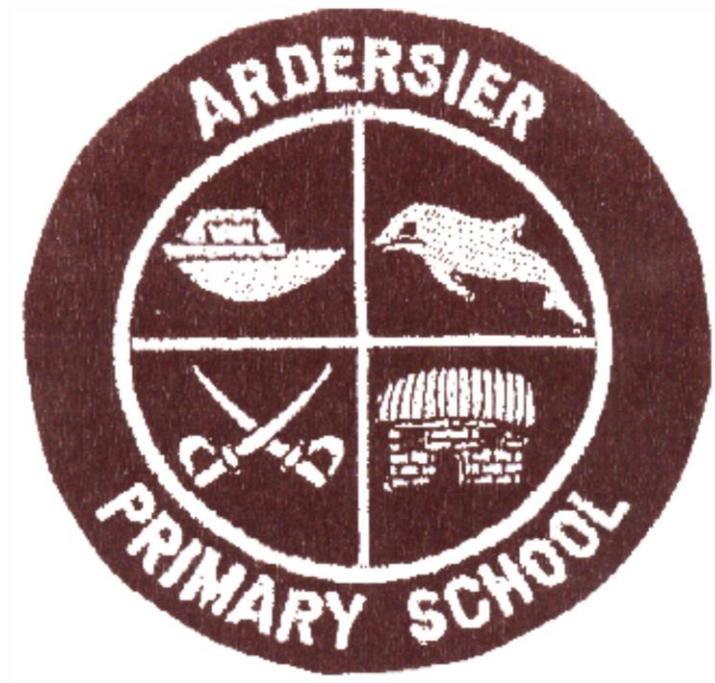


# Standards and Quality Report

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2021/22



**ARDERSIER PRIMARY AND ELC**

HIGHLAND COUNCIL CAMERON DRIVE, ARDERSIER, IV2 7SW

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

Ardersier Primary School is in the village of Ardersier which is situated on the shores of the Moray Firth. The school was built in 1988. It is a single storey building with two classroom blocks linked by a hall and dining area. There are 2 additional classrooms available (due to projected increase in roll there is a demountable portacabin with 2 rooms, currently to be used as a staffroom and a general purpose room. The nursery has recently been refurbished and extended to allow 1140 hours of provision to be delivered. Ardersier Primary School has had an increasing roll over the last few years, and we anticipate that the roll will rise as a result of a new housing development currently being built.

Currently we have five primary classes and an early years and childcare setting for 3 and 4 year olds. There have been a number of staff changes over the last 2 years, but the team are supportive of one another, and the children, in developing positive working relationships. Our staff team engage with parents to support positive pupil and family relationships using a rights based approach with all of our pupils. There have been no exclusions during this school session. We have a significant number of families who receive free school meals resulting in the school receiving Pupil Equity Funding. During school session 2021-22 attendance across the school was impacted by Covid 19.

We take pride in being an integral part of our community and make good use of a wide range of local resources such as the beach, Ardersier Common, Fort George, local farms and the nearby airport. Where possible we learn within a context and make links in our learning.

We have a high level of parental/family involvement to support our delivery of an active curriculum and value the good working relationships we have with our families and wider community. Our school encourages positive citizenship at all times and celebrates success at weekly assemblies. The pupils have a strong voice and are actively encouraged to work with staff and parents to improve and develop our school.

We work closely with other schools in the area and especially with the secondary school our children transition to. We pride ourselves on meeting the needs of all our learners to achieve the best that they can be.



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## Our School

Our School has recently updated our Vision, Values and Aims, chosen and agreed by pupils, parents and staff. In session 2022-23 a school mascot will be introduced.

### Aims

Our aim is for the children of Ardersier Primary to feel Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included as a member of the school and wider community.

### Values

caring, supportive, confident



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### Vision

In Ardersier Primary we persevere to be hard working, resilient and brave. We are loving, confident and value everyone with respect, helping us to be happy, honest and enthusiastic.  
#TeamArdersier

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

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

Very good relationships with adults in the school.

Very good learning and teaching.

Good links with the community and have ideas to make this better.

Very good health and well-being and know that the staff will answer their questions.

Excellent for how the school recognises successes and achievements with awards, house points, comment cards and also personal achievements. They like award assemblies.

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



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Our Rights Respecting Schools Group and the Pupil Council discussed the strengths and also what they would like to see changed and the impact this would have. The group had representative from all classes and are excellent in conveying their thoughts for improvement and how this will develop.

Comments included

"better listening across the school by all pupils"

"safe, ready and respectful should be used in displays around the whole school, on Google Classroom, Facebook and on emails to parents. The HT could use the values logo on emails."

"would like to have swimming lessons"

"we need to look at the litter and tell everyone about this by putting up posters, have a litter assembly, a litter picking gang"

"playground games and toys and markings on the playground"

"we will need resources for the outdoor classroom"

"lunchtime clubs would be a good idea"

## 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

**Purpose: Recovery from Covid.** Use of Pivotal Education approach to support Health and Wellbeing across the school.

#### Progress and impact:

##### Progress

- ✓ The work that we have undertaken has led to improvement across the school and ELC
- ✓ All staff have engaged in Pivotal Education training and strategies
- ✓ We have introduced Wellbeing Wheels to classes P4-7.
- ✓ All staff have used the Leuven Scale to measure engagement with learning
- ✓ As part of our PEF funding groups were established to support identified children to positively engage in learning

##### Evaluation

- ✓ During staff review meetings all staff have commented on the positive impact of the training and its implementation across the school
- ✓ We have found that these approaches have helped to support positive behaviour throughout the school and ELC
- ✓ This has enabled children to talk about their progress within the wellbeing indicators. This has led to increased confidence in children talking about how they are feeling.
- ✓ There has been increased scores in the use of the Leuven Scale for the majority of pupils
- ✓ Covid absence has affected the frequency of the PEF funded groups, but when there has been the opportunity to run these groups the impact across the school has been positive and supported engagement with learning

##### Parent Communication

- ✓ Parents have been informed throughout the year of the purpose of the Pivotal Education approach, via Parent Council and regular communication through newsletters and social media
- ✓ Parents of identified children have received regular feedback on their child's progress
- ✓ These approaches have supported and continued to build on positive relationships with families



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- ✓ As a school we are making good progress with the pivotal education approach which includes nurture for all in Ardersier Primary

### Next steps:

- Continue use of Wellbeing Wheel in all classes in Term 1 + 3.
- Continue use of Leuven Scale across the school and ELC and link this to attendance information.
- Embed the pivotal and nurture for all approach across the school and ensure that this is part of induction for any new staff.
- Link to new priorities in SIP 2022-23 around parental engagement to support the pivotal and nurture for all approach.
- Develop Positive Relationship policy involving staff, pupils and parents.

## Improvement Project 2:

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** Recovery of learning, teaching and assessment in writing

### Progress and impact:

#### Progress

We identified writing as an area of focus due to impact of covid

All teaching staff received training on aspects of Talk for Writing approach to allow for clear understanding of progression across the school

Key themes across the school with the learning, teaching and assessment focus

Baseline assessment of writing and then whole school moderation

Benchmarks used to plan and assess children's children's writing

Writing rubrix used as a resource to support planning, teaching and assessing.

#### Evaluation

All staff used focus of training to deliver writing lessons

Staff have noted increased confidence and engagement with writing across the school

Whole school moderation has allowed staff to see development of writing skills

Writing rubrix has focussed staff use of benchmarks in writing

Children have positively engaged with T4W strategies and comment on how much they enjoy writing

As a school we feel that we are making steady progress in our attainment in writing. Attainment has risen for the majority of children by 5%.

### Next steps:

As part of parental engagement next session we will share evidence of progress through Pupil Profiles, Open afternoons and Parent evenings

As a school we will be taking writing forward in SIP 2022-23 to further develop skills and strategies

As an ASG our joint priority is moderation, which will include writing

## Improvement Project 3:

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose:** Supporting a structured approach to reading comprehension

### Progress and impact:

#### Progress

- ✓ Due to Covid this was an area that needed to be further embedded across the school. As there were new staff this provided the opportunity to include this in their induction.



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- ✓ Training focus on the reading comprehension strategies allowed all staff to re-engage with previous/new learning
- ✓ Staff identified an area for their own development as a focus across the year
- ✓ Introduced PIRA as an assessment tool for reading comprehension with use of PEF funding; data organised and analysed

**Evaluation**

Staff reported increased confidence in their teaching and the use of comprehension strategies by the children  
 We have a baseline score in reading comprehension using PIRA as a tool to assess  
 Vernon spelling assessment used and the majority of children have increased their spelling age by at least 6 months and in some cases by 2 or more years.  
 Children are starting to identify comprehension strategies and what they still need to work on

**Next steps:**

Continue to embed comprehension strategies at all stages across the school  
 Use PIRA as an assessment tool to monitor progression

Evaluation

As a school we are making steady progress with the development of reading comprehension strategies across the school

**Evaluation of Progress**

We believe we have made the following progress this session:

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

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**



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**Theme 3** Good  
**Our school and community**

**Theme 4** Very good  
**Our health and wellbeing**

**Theme 5** Excellent  
**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 <https://ardersierprimary.wordpress.com/> or by contacting the school office.



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