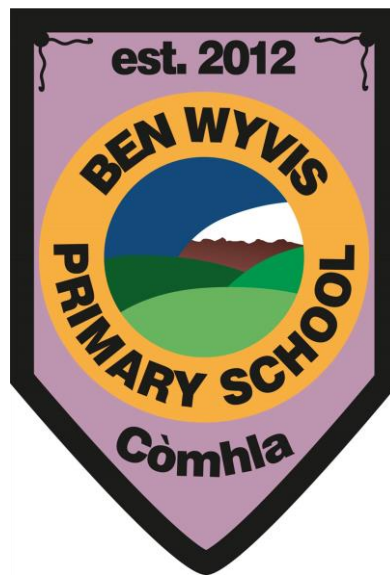


Standards and Quality Report

2021/22



Ben Wyvis Primary School

HIGHLAND COUNCIL | LEANAIG ROAD, CONON BRIDGE, IV7 8BE

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

Our school supports the communities of Maryburgh and Conon Bridge and is a community school which opened in 2012. We work in partnership with the Leanaig Centre based at the school and Highlife Highland facilitates community use and shares our resources. 'Team Ben Wyvis' is supported by a Head Teacher, Depute Head and a Principal Teacher. The DHT also has the responsibility for Additional Support Needs.

The school consists of 11 classes, accommodating 280 pupils and a nursery of 60 pupils split over 2 rooms. Every classroom has access to an outdoor area and our children benefit from a large playground, a courtyard which we use for outdoor learning, an all-weather pitch and a community facility which is a canteen space at lunch. Infrastructure and housing in the local area is rapidly expanding. An extension to the school was completed in February 2022 to support the increasing school roll and 1140 hours in the nursery. This extension consist of 2 Nursery rooms, out of school care provision and 2 additional classrooms.

We provide a flexible childcare and early learning service, which operates from 8am till 6pm, serving our community and other local schools. A visit from Care Inspectorate in March 2022 identified that "children experienced warm, caring, and nurturing interactions from staff who supported their care needs". It also stated that "the children were offered a range of exciting, stimulating, play resources which promoted curiosity, imagination and collaborative play."

We continue to establish and maintain strong links with our families and communities which impact positively on our pupils. Our school continues to thrive, especially within the area of sport, with after school clubs being run by parent volunteers. The last quality assurance visit to the school identified that pupils are confident, articulate and are engaged actively in learning.

As a large establishment, across two buildings, we have the opportunity to welcome new staff, particularly probationer teachers and students. We also have a number of teachers on fixed term contracts, due to long term cover. We are aware that school improvement and new initiatives must be considerate of the staffing changes we continuously experience.

There were no exclusions during session 2021-2022. Attendance for 2021-2022 averages 90%.

Our School Vision, Values and Aims



Pupil Voice: what is working well in our school?

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

- The vision and values help people to be kind and courageous. People get recognised for their achievements within the 4 Cs.
- Sports Day was good as our parents got to come and they joined in too.
- We liked the experience days with gymnastics and QM sports.
- Its been good learning about rugby and gymnastics.
- I like PE.
- We liked making bookmarks in P4. Our class won the enterprise award.
- We have nice teachers and nice classrooms.
- Weekly assemblies are good because we all come together.
- I like coming to Ben Wyvis Primary, I feel safe and happy.
- I was made to feel welcome when I started at Ben Wyvis Primary.

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 playground equipment. We used to have some but they took it away when they built the extension.
- Pupil playground monitors could help in the playground. You need to be responsible to do this.
- We would like hula hoops and skipping ropes for the playground.

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: School and ELC improvement

Year of Project: 1

Purpose: Raise attainment and achievement for all. Recovery from Covid 19 school closures.

Progress and impact:

- A class teacher was released one day a week through PEF budget to support Mental Health. On a Thursday she worked with individuals and groups of children throughout the school as well as delivering staff training during an inset training day. Positive impact on pupil attendance and engagement. 8/8 pupils saw improved attendance. An additional 5 children were supported with engaging with others. Health and wellbeing tracker indicated progress by 1 or more. Almost all staff felt more equipped to support children with mental health.
- Lego therapy training (PEF) for 2 PSAs and 2 teachers. Resources purchased. 1 Lego therapy group set up. Resources purchased to support further Lego therapy groups. All staff trained feel better equipped to lead groups. Resourcing will enable groups to run in lower and upper corridors.
- Fyrish Gymnastics sessions delivered in term 4. Positive feedback from parents, pupils and staff.
- Developed Outdoor Learning/ Practical Learning room – Wyvis Room. Purchased resources e.g. tarpaulins and clip boards. All teaching staff accessing outdoor learning/ practical room.
- Outdoor Learning Training for staff – story building, exploring sounds, building a fire. Staff recognised the importance of taking learning outdoors. All staff identified strategies to implement in class.
- HLH Ranger delivered 2 sessions to all classes from ELC to P7. Ideas shared for class teachers.
- PSA check ins with pupils – increased attendance and engagement as well as improved behaviour.
- Class teachers developed strategies for supporting children with anxiety e.g. tracing finger. Teachers use with groups, individuals and classes as appropriate.
- Classes embedding relaxation and mindfulness strategies.
- Mental Health Resources purchased to support pupils with anxiety. The majority of these pupils reported a decrease in anxiety.
- Pupil Council established – worked with DHT to review vision and values.
- Developed new Vision and Values for school in collaboration with staff, pupils and parents. Children's achievements with the 4 values celebrated at assembly. Positive impact on ethos with pupils staff and parents talking about the school values and pupils and staff working towards them.
- Visioneers pupil representative group established- leading the celebration of achievements and managing nominations. Achievements celebrated at weekly Monday morning assemblies.
- A successful transition from nursery to P1 – the children settled in well.
- New staffroom created following nursery move to new ELC building enabling staff to meet and engage during breaks and lunches. All staff have identified the positive impact this has had on wellbeing.
- 1 teacher attended decider skills training and is using knowledge and skill to support pupils individually or in small groups. All pupils more settled and increase in attendance and engagement.
- Football sessions donated to the school from Strathallen Care Home. Increase in motivation and engagement for most pupils .
- Purchased shed to develop outdoor library.
- Induction Packs created for new staff.
- Residential trip P7 and experience days P1-6. All P7s reflected on the trip positively, building confidence, having fun and learning new skills. Almost all P1-6 pupils engaged in the experience days.
- Our ELC relocated into a new purpose-built setting. The children and staff have all settled in well. The transition was carefully planned for. Feedback from our Care Inspectorate visit reported the quality of care and support as good.
- We have a new canteen space for our ELC children where staff work hard to ensure positive experiences, modelling behaviours and interacting with the children. The Care Inspectorate reported the quality of the environment and care and support as good.

Next steps:

- Establish additional Lego Therapy Groups
- Further gymnastics sessions to be booked next session.
- Timetable Wyvis Room
- Embed outdoor learning opportunities
- Develop vision and values within school community
- Develop playground experiences
- Introduce Funky Friday

Improvement Project 2: Recovery of learning, teaching and assessment

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Raise attainment and achievement for all. Recovery from Covid 19 school closures.

Progress and impact:

- Developed assessment approach for writing in consultation with Dingwall Academy. This approach focus on the Benchmarks and is an electronic approach. It has allowed for and improved moderation

process across the whole school. Even at this early stage of implementation staff confidence in being able to identify pupil progress in writing has increased.

- Staff introduced to PM Benchmark tool – used to identify progress for individuals and small groups.
- A whole school approach is being developed for Spelling, creating continuity and progression in the teaching of spelling. The plans for the order in which sounds are almost complete and we will also focus on developing the teaching approaches. Time has been spent on developing this approach at inset training days and collegiate sessions. This has been worthwhile with staff now focusing on the teaching of sounds. All staff have been trained in the correct pronunciation of sounds using a video which was created with pupils. Staff are now modelling the correct sounds when working with pupils.
- 2 staff members trained in Sound Reading System. PEF teacher also building on this approach. 90% of pupils receiving PEF support increased spelling age. Continuing in teaching approach used with PEF teacher and upper-class teachers.
- Videos created to support parents and staff with sounds. These have been shared with staff and with parents at a parent workshop. Parents requested access to this through Seesaw.
- Resources purchased to support literacy and numeracy ensuring appropriate resources to meet learners needs. New reading texts which focus on decoding
- Teachers beginning to incorporate outdoor learning experiences in Literacy and numeracy
- Targeted PEF support for literacy. 82% of children receiving support increased in their writing level.
- Targeted PEF support for numeracy. 68% pupils increased level in numeracy diagnostic. Use of Sumdog diagnostic assessment P4-7. All teachers are using this tracker to support learning and teaching in the classroom.
- Almost all staff have increased confidence in teaching sounds.
- Floor book training P1 – continuity in planning approach from ELC to P1. Pupil voice considered and recorded in planning approach.
- Use of developmental overviews for transition. The staff in P1 and ELC have used them to support planning and preparing pupil experiences.
- Scottish Government Funded Teacher Term 4 (2 days a week) input with groups and classes – Counting Collections. Most classes now providing counting collection experiences.
- ELC staff received Words Up training and are using this knowledge and experience on a daily basis.
- Invested in block play resources and training for ELC staff. Children are able to access this on a daily basis and enjoy exploring the resource.

Next steps:

- Compare new assessment approach with previous approach
- Review and develop teaching approaches for spelling
- Train further staff in Sound Reading System
- Share video resource for sounds with families
- Develop numeracy diagnostic assessment for P1-3
- Continue PEF PSA and PEF teacher support.
- Continue to support staff with outdoor learning.
- Develop numeracy – use of materials and teaching approaches.

Improvement Project 3: Attainment

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Raise attainment and achievement for all. Recovery from Covid 19 school closures.

Progress and impact:

- Formative and summative assessment approaches carried out, including SNSA, phonological assessment.
- Data is used to identify appropriate and targeted support. Class teachers meet with the management team to discuss attainment and pupil progress. Targeted support may be from the PEF teacher or PSA. This support has 90% of pupils receiving support increasing their spelling age. 68% of pupils receiving support have seen an increase in their numeracy diagnostic assessments.
- Liaised with Dingwall Academy to develop assessment and tracking approach for writing. This resource is now in place and will support teaching staff to track pupil progress on an ongoing basis to ensure that all pupils are meeting their potential and where this is not the case interventions will be introduced.
- Teaching staff are engaging with the senior management team in planning and attainment conversations. Staff are exploring the data and interpreting it to inform their classroom practice.
- The ELC developmental overview is now used to support transitions. This has had a positive impact on continuity and progression of our learners. The Early Years Practitioners and Class Teachers can use this to identify next steps in the learning journey. Staff felt that almost all pupils made a smooth transition from Nursery to P1.
- Writing moderation – shared good practice with self and peer evaluation. Supported some staff with engaging children in self and peer evaluation.
- Implemented Highland Numeracy progression assessment tool. Although it provided an insight in to the children's attainment within Numeracy it was unmanageable due to the requirements of the assessment – it requires a significant amount of teacher time. We trialled Sumdog assessment tool for P4-

7. All teachers in P4-7 have identified that it provides an overview of the children's learning. The assessments can be set up more easily with the children completing them online.

- The attainment data for Ben Wyvis Primary pupils in P1,P4 and P7 (combined) for Literacy is 68%. The national average is 68%. The attainment data for pupils in P1 ,P4 and P7 (combined) for Numeracy is 84% with the national average 75%. For both Literacy and Numeracy Ben Wyvis Primary is above the national average.

Next steps:

- Develop attainment and planning conversations with staff termly.
- Implement writing assessment tool.
- Develop numeracy assessment tool for P1-3

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 Very good
Raising attainment and achievement	3.2 Good

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

Theme 1 Our relationships	Very good
Theme 2 Our learning and teaching	Good
Theme 3 Our school and community	Good
Theme 4 Our health and wellbeing	Good
Theme 5 Our successes and achievements	Good

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://benwyvisprimaryblog.wordpress.com/> or by contacting the school office.