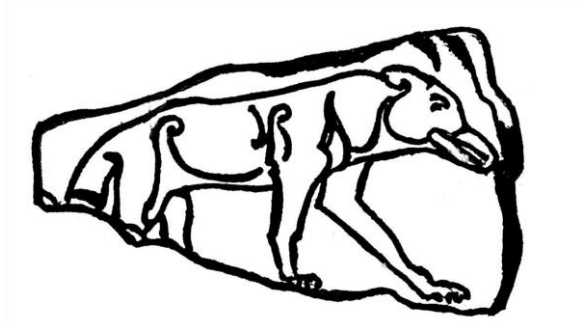


ARDROSS PRIMARY

2022/23



Ardross Primary School
HIGHLAND COUNCIL | ARDROSS, ALNESS, IV17 0RB

Introduction: Local and National Context

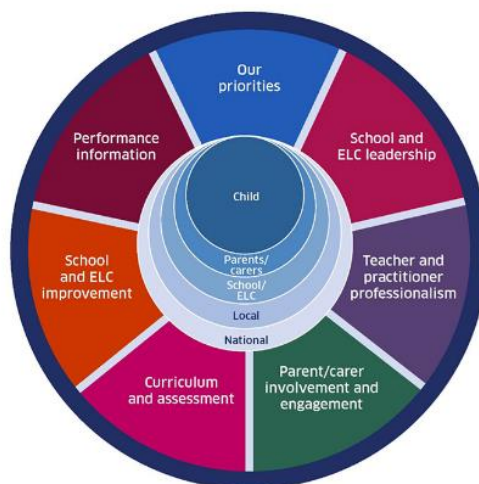
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

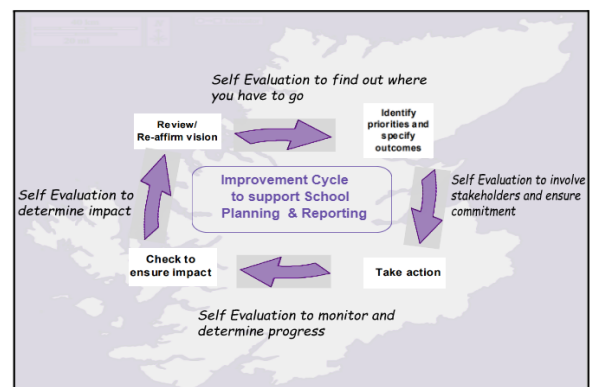
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Gillian Winter

Head Teacher

Ardross & Newmore Primary Schools

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
97.5%

Average Class Size
13.5

Meeting PE Target
Target Met

Pupil Numbers
27

Teacher Numbers
3

Pupil Teacher Ratio
10

We have had no exclusions this year.

Ardross Primary School is located in a rural setting serving the local community of Ardross near the town of Alness.

There are 27 children attending the school ranging from P1 – 7. P1-4 and P5-7 are taught together in two multi-stage classes.

The headteacher has overall leadership responsibility for Ardross Primary School and Newmore Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Satisfactory progress

Writing

Satisfactory progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Reach for the stars and you can achieve anything!

KIND ENCOURAGING INCLUSIVE RESPECTFUL HONEST

Ardross Primary School Aims:

- To promote a positive school ethos and culture where pupils, staff, parents, outside agencies and wider community work together to create a school we are all proud of.
- To promote achievement in its widest sense in order that pupils can develop skills and attitudes which allow them to become successful learners, confident individuals, responsible citizens and effective contributors.
- To promote a positive ethos which ensures that children develop positive attitudes, a sense of caring and concern for others and responsibility and independence.
- To deliver a broad, balanced and differentiated curriculum within the Curriculum for Excellence which promotes equality of opportunity and allows children to progress appropriately at their individual rates.
- To provide opportunities to improve and develop according to needs and against the background of school priorities identified in this Standards and Quality Report and addressed in the School Improvement Plan.
- To contribute to and benefit from close links with our partner schools in the Alness ASG.

(UNDER REVIEW)

KIND ENCOURAGING INCLUSIVE RESPECTFUL HONEST

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Raising Attainment in Literacy

Purpose:

Purpose: We require a consistent approach to teaching, learning and assessment, including a clear progression for Literacy for All.

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy

HGIOS Quality Indicator:

2.3 Learning, teaching and assessment

Progress:

- WTA/CAT calendar agreed. Time for literacy CPD – All staff attended Stephen Graham Writing training. Most staff attended THC wraparound spelling, reading comprehension, listening, and talking, morphological spelling and phonics training
- CTs met as an ASG for half day sessions on 12th September and 22nd February to discuss writing moderation strategies. Unmarked examples were taken to meetings.
- Some staff have attended Literacy for all in a world of diversity and started to use the knowledge gained to assess and gather evidence to inform on children's literacy difficulties.
- Some staff have worked with Literacy development officer to develop their knowledge of Literacy for All. This will be cascaded to other staff next session, and tracker will be used to identify literacy difficulties.
- HT and CLO observed children teaching writing and carried out book monitoring in December 2022.

Impact:

- All staff attended Stephen Graham writing training, and this has developed teacher confidence and knowledge in delivering writing lessons. Improvement in literacy attainment due to consistent practice across the school. Children's engagement with writing has improved and most of the children are now willing to have a go at writing as they are starting to see themselves as writers. Our overall ACEL writing attainment has increased. We have seen improved learning and teaching across the literacy curriculum as well as improved motivation and aspirations from all pupils
- Baseline assessments increased teachers' skills in assessing literacy and using assessment to support future learning and teaching. Staff meeting with colleagues from the ASG and discussing the literacy benchmarks and moderating writing has also improved confidence of a level judgement. Overall, P1, 4 and 7 ACEL attainment has improved.
- Good progress has been made with the new attainment tracker. It will improve teacher confidence and judgement of children's progress which will help staff to identify children's literacy gaps and ultimately improve literacy attainment.
- Some progress made with teaching pedagogy in the teaching of writing, reading, and spelling.
- Some progress has been made in improving awareness of Literacy benchmarks. Improved

skills in assessing literacy and using assessment to support future learning and teaching. Improved awareness for all children of the skills they are learning, why they are learning and acquiring skills and how newly acquired skills can be transferable. Teaching, learning and assessment in literacy is more consistent across the whole school. Most staff have made good use of assessment, recording and reporting as an integral feature of their learning and teaching.

Next steps:

- Writing assessment dates, genre and criteria to be agreed in August for each term next session to help teachers forward plan.
- Staff need to continue to gain knowledge and confidence to ensure learners experience activities which are varied, differentiated, active, and provide effective support and challenge.
- Collegiate time agreed to meet as a staff to moderate writing following termly writing assessments.
- Collegiate time agreed to meet as an ASG to discuss pedagogy and moderation of writing.

School Priority:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

Curriculum and assessment

HGIOS Quality Indicator:

2.3 Learning, teaching and assessment

HGIOURS Theme:

Our learning and teaching

Progress:

- There is a much clearer understanding amongst all staff on the confident use of benchmarks in literacy and numeracy more so for writing as that has been the ASG moderation focus for this year
- Initially as an ASG we had planned to look at all areas of literacy (reading, writing and listening and talking) however it became apparent very quickly that writing needed an in depth analysis due to all schools in ASG agreeing that the Big Write Criterion that has been used and adapted across the ASG has major flaws in it due to benchmarks not being included or reworded dramatically different. Writing was then our sole focus for the year in terms of moderation.
- A folder of worked and moderated examples of writing was put together from another ASG which had examples of all levels of writing from Early right through to beginning of Third Level to assist teachers in the moderation of their own pupil's writing.

Impact:

- A shift away from the reliance of Big Write criterion and a focus on benchmarks has resulted in improved attainment.
- Moderation activities have improved teacher's confidence in assessing work and has resulted in improving attainment.
- Baseline assessments increased teachers' skills in assessing literacy and using assessment to support future learning and teaching. Staff meeting with colleagues from the ASG and discussing the literacy benchmarks and moderating writing has also improved confidence of a level judgement. Overall, P1, 4 and 7 ACEL attainment has improved.
- Good progress has been made with the new attainment tracker. It will improve teacher confidence and judgement of children's progress which will help staff to identify children's literacy gaps and ultimately improve literacy attainment.

Next steps:

- Use of excel document with literacy benchmarks for all areas of literacy that will allow teachers to confidently assess where their children are in terms of ACEL.
- Use of school tracker and moderation calendar to show children's progress.
- Use of Literacy for All to be used across the school
- HNP diagnostics and trackers to be used by all classes from next session.
- Continue with moderation activities across the ASG

Wider achievements

Coileanaidhean nas fharsainghe

Whole School Burns Supper for community

P5-7 STEM

Cooking Skills

Junior Sports Leaders/ Active Schools

JRSO

Pupil Council

Mikeysline Champions

Cluster Assemblies – HT awards

RRSA – Bronze Award

Digital Leaders

Weekly Swimming Lessons P5-7

Active Schools P1-7

Weekly Football with Ross County/ICT P1-7

Instrument tuition/Kodaly/Feis Rois P1-7

Outdoor Learning – John Muir P1-7

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Parent Survey results

https://docs.google.com/spreadsheets/d/1nQqXwbFecwablA5ZFTDsusrFw_Y_cZWN6hy533tKOi4/edit?usp=sharing

Pupil Survey Results

https://docs.google.com/spreadsheets/d/1ihu559bpLX9o0wlusHt2qNM-On3q_yYO5ZBMNLVWcl/edit?usp=sharing

Staff Comments

It is a super wee school, with lovely pupils and very supportive families.

It's a great cluster to be part of, we are a great team.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Choose an item.	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Choose an item.	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Satisfactory	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- 1 Raising Attainment in Literacy – focus on writing pedagogy
- 2 Our Learning Journey – online pupil profiles
- 3 Rights Respecting Schools – Bronze Award

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website (link below) or by contacting the school office

[Ardross Primary School – Reach for the stars and you can achieve anything!](#)