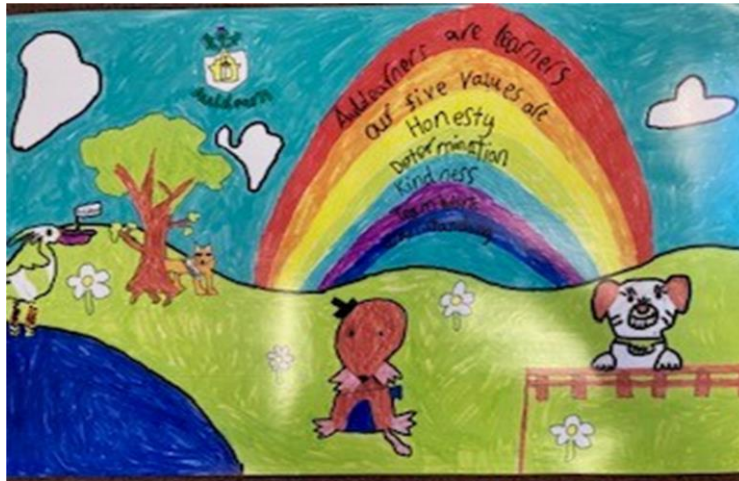


STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD



**AULDEARN PRIMARY SCHOOL
AND ELC**

MANSE ROAD AULDEARN IV12 5SX

Introduction: Local and National Context

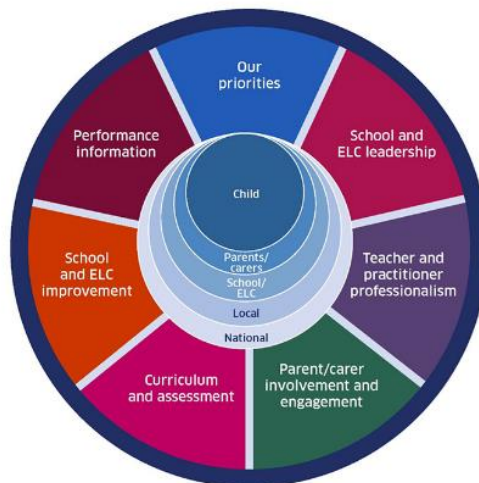
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

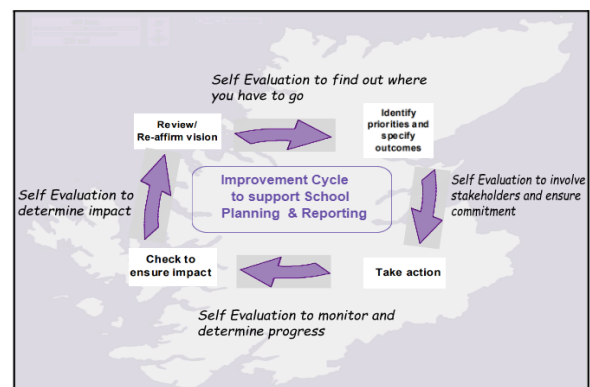
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Angela Selkirk
Head Teacher
Auldearn Primary and ELC

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 95.9%	Average Class Size 23.3	Meeting PE Target Target Met
----------------------------	-----------------------------------	--

Pupil Numbers 193	Teacher Numbers 10	Pupil Teacher Ratio 18.2
-----------------------------	------------------------------	------------------------------------

N3 XX%	N4 XX%	P1 16.1%	P2 11.3%	P3 14%	P4 15.1%	P5 13.4%	P6 12.9%	P7 17.2%
------------------	------------------	--------------------	--------------------	------------------	--------------------	--------------------	--------------------	--------------------

SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 30-40%	SIMD Q4 60-70%	SIMD Q5 0-10%	Unknown 0-10%
-------------------------------------	-------------------------	--------------------------	--------------------------	-------------------------	-------------------------

ASN² 40-50%	No ASN 50-60%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
----------------------------------	-------------------------	----------------------------------	-------------------------	---------------------------------	-----------------------

2022/2023 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	All	Most

We have had no exclusions this year.

School vision, values and aims

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

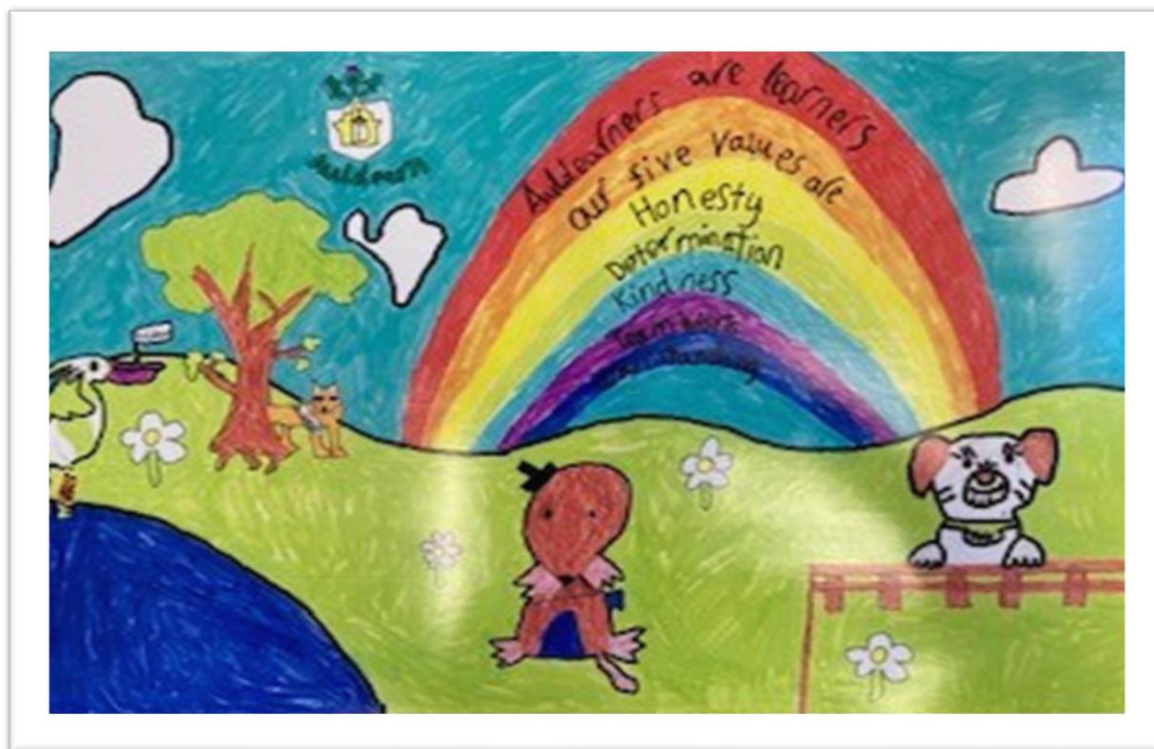
³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

Lèirsinn, luachan agus amasan na sgoile

Our school vision and values are at the heart of all we do at Auldearn. All classes have the values on display and there are banners in the hall and social areas.

Celebrating demonstration of the values is a key feature of our weekly whole school assembly and classes are encouraged to set themselves targets, which are regularly reviewed.



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:

Auldearners are Learners – the next step

Purpose:

Our children need more consistent opportunities to take ownership of their learning journey and our parents/carers need more planned opportunities to share in this journey. This will be done by revisiting and updating our existing format for learners' profiles.

There is not currently a coherent approach to planning for medium term learning, teaching and assessment, or in the understanding of 'achievement of a Level' across the primary schools in the Nairn Associated Schools Group (ASG). This project has been developed to address this.

Progress:

- ✓ Teaching staff/ELC staff involved in high quality discussions on the moderation cycle with ASG colleagues
- ✓ Teaching staff/ELC staff now fully familiar with Highland Literacy Framework
- ✓ Updated Profile and Calendar in use in school and ELC
- ✓ ELC developed new system for observing/recording learning - "observe, reflect & plan, facilitate"

Impact:

- ✓ Significant progress made in teacher understanding of achievement of a level in all aspects of Literacy
- ✓ Improvement in the planning, teaching and assessment of Literacy, including evidence of the moderation cycle in High Quality Assessments
- ✓ Positive engagement and feedback from both learners and parent/carers
- ✓ ELC staff are considerably more confident in carrying out meaningful observations and using them to move learning on

Next steps:

- **Improve professional judgement in Numeracy and Mathematics through a shared understanding of progression, strategies and assessment**
- **To continue to work with parents/carers on engaging and responding to High Quality Assessments**
- **Develop a whole school approach to the teaching of writing to ensure consistency and progression across the school, in turn raising attainment.**

School Priority:

Embedding Our Vision and Values

Purpose:

Our current Promoting Positive Behaviour Policy is outdated and does not reflect the ethos of our school community or mirror the work undertaken last session on wellbeing and children's rights. This project has been developed to address this.

Progress:

Impact:

TEAMWORK KINDNESS UNDERSTANDING HONESTY DETERMINATION

- ✓ All staff attended training on Promoting Positive Relationships
- ✓ Children, parents/carers and staff consulted on the development of the new PPR policy, via assembly and questionnaires.
- ✓ New draft policy created in January and evaluated in May
- ✓ Our policy is displayed in each class, around the school and our children have created a display for our school standard
- ✓ All children, parents/carers and staff have a full understanding of our new policy, and this is evidenced through our ethos and children's understanding of our values and school standard
- ✓ Our children have reported that our new policy is fairer, giving them the opportunity to both have their voice heard and to help find a solution
- ✓ Our Values Certificates demonstrate the effectiveness of the policy and sharing them with parent/carers maximises parental engagement

Next steps:

- **Continue with annual evaluation of PPR policy to ensure it reflects the ethos of our school community**
- **Be more explicit linking the PPR to our planned development work on children's rights**
- **All staff to undertake development work using Education Scotland resource Restorative Approaches**

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	
Precision Teaching provided by PSA 3 to 5 times a week for targeted children.	Target – 90 % of children to have made progress from baseline assessment of Phonemes/Diagrams and Bronze/Silver Spelling words.	- almost all children made very good progress from starting point
Reading Recovery provided 3 times a week to targeted children in P2 and P3	Target – 80% of children to have made progress from August starting point.	– all children made very good progress from starting point.
Children will receive additional group support 4 times a week with a PSA to target gaps in their	Target – 80% of children to have an improved score in	All children made progress in their scores on reassessment.

phonological awareness.	phonological assessment	SNSA data results confirmed teacher judgement on progress made in Literacy. All children are band 4 and above except 1.
-------------------------	-------------------------	---

Wider achievements Coileanaidhean nas fharsainghe

Our Pupil Council has had a very productive school year – here are some of the highlights



We have contributed to the development of our school Positive Behaviour Policy by holding a surgery to collect the views of the pupils in our school. We also spoke to parents at parents evening to get their views.

We helped the Community Council by asking the children in our school about the traffic going through the village and how we can make our journey to school safer. Our views were shared with Fergus Ewing who is a member of parliament. We hope he listens to us!



Other achievements this year include -

TEAMWORK KINDNESS UNDERSTANDING HONESTY DETERMINATION

- Ski Camp for interested P6 and P7
- Summer Camp for P7 Trip
- Won numerous football tournaments, teams for P2+3, P4+5 and P6+7.
- Participation in the Daily Mile.
- Cross Country team participated in SSHA and McRobert Cup Competitions.
- Athletics team participated in SSHA Inter school Sports.
- A wide range of music - Kodaly, Feis Rois, , Brass Tuition, Fiddle tuition, Bag Pipe Tuition.
- Glee Club performed two fantastic shows
- P7 entered the Rotary Club Quiz
- Classes attended the Free Church for workshops about Easter, Harvest and Christmas.
- Creeping Toad –Story Teller came and worked with each class to develop story telling skills.
- P7 Lunchtime clubs
- P1 Nativity
- Out and About in Auldearn
- Gruffalo Walk
- Park Ranger Wildlife Project
- P7 participation in Summer Fair
- Pupil Council Talent Show
- Paired Reading
- Buddies
- National Sports Week
- World Book Day
- Community Art Projects

Comments from learners, families, stakeholders and staff

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

Pupil Voice

How does our school help you to feel you belong?

- We have our own voice; we get listened to
- Our pupil council listen to us
- Our PSAs help us and look after us
- We have our school values, and everyone is part of it
- Mrs Innes and Mrs Selkirk meet us at the gate
- Our school is warm and welcoming
- People are kind

Is everyone treated with respect in our school? How do we know?

- Yes, people are genuinely kind to each other
- No one gets more learning than anyone else, we get the same opportunities
- We all get a chance to share our opinions and share our voice
- Most people feel included and include others in the playground
- Everyone gets the opportunity to join clubs
- We all follow the school values

TEAMWORK KINDNESS UNDERSTANDING HONESTY DETERMINATION

- We can put our ideas forward in assembly
- We all have the same rights

How well does our school deal with incidents involving challenging behaviour?

- We trust that things are done as sanctions are kept private
- If two people are involved, they both get their turn to speak
- Some teachers are better at this than others
- It is good to let parents know
- There is a good balance in our school, strict but not too strict
- Sometimes it is fair to exclude, which is in our policy
- Teachers and PSAs communicate well about our behaviour
- We get time to chat about incidents with each other
- If something is really serious our HT/DHT phone home
- If it is a little thing, we get the chance to sort it out

Can you give some examples of how our school praises good effort and celebrates success?

- Smiley faces in our jotters
- Adults say well done/good job/brilliant
- House Points
- Values Certificates
- Well Done Auldearn at assembly
- Mrs Selkirk or Mrs Innes come to the classroom
- Get sent to HT/DHT for an expert badge
- Social Media Posts – wider family see this

Parent Carer Voice

Question	Agree	Disagree	Don't Know
My child likes being at school	100%	0%	0%
Staff treat my child fairly and with respect	97%	0%	3%
I feel that my child is safe at school	97%	3%	0%
The school helps my child to feel confident	97%	3%	0%
I feel staff really know my child as an individual	92%	3%	5%
My child receives the help he/she needs to do well	95%	0%	5%
My child is encouraged by the school to be healthy and take regular exercise	92%	3%	5%
The school supports my child's emotional wellbeing	92%	0%	8%
My child is making good progress at school	96%	2%	2%
I receive helpful, regular feedback about how my child is learning and developing	85%	15%	0%
The information I receive about how my child is doing reaches me at the right time	85%	12%	3%
I understand how my child's progress is assessed	83%	15%	3%
The school gives me advice on how to support my child's learning at home	87%	11%	2%

The school organises activities where my child and I can learn together	62%	36%	2%
The school takes my views into account when making changes	72%	5%	23%
I feel comfortable approaching the school with questions, suggestions and/or a problem	98%	2%	0%
I am satisfied with the quality of the teaching in the school	95%	0%	5%
The school is well led and managed	98%	2%	0%
The school encourages children to treat each other with respect	98%	2%	0%
I would recommend the school to other parents	100%	0%	0%
Overall, I am satisfied with the school	100%	0%	0%
The school deals well with any bullying	51%	8%	41% Never experienced

Parent Voice

Comments from our Survey

This is the best school after moving my children they have gained confidence and the communication from the school is exceptional they really do have the best staff and team and I'm so glad my children's development and learning is fun for them!

I have nothing but praise for Auldearn Primary School. It is very well led by Mrs Selkirk, has excellent staff and gives amazing opportunities for the pupils

The school has been excellent the teachers are first class with great communication

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	Good	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good	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

- ❖ *Improving Attainment in Writing*
- ❖ *Achieving Rights Respecting School Bronze and Silver Accreditation*
- ❖ *Nairn ASG – 2023/2024 Action Plan*

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

<http://auldearnprimary.wordpress.com> or by contacting the school office