

# ALVIE PRIMARY SCHOOL

## Standards & Quality Report

SESSION 2022.23

**Alvie Primary School**

HIGHLAND COUNCIL | KINCRAIG, HIGHLAND, PH211ND

# Introduction: Local and National Context

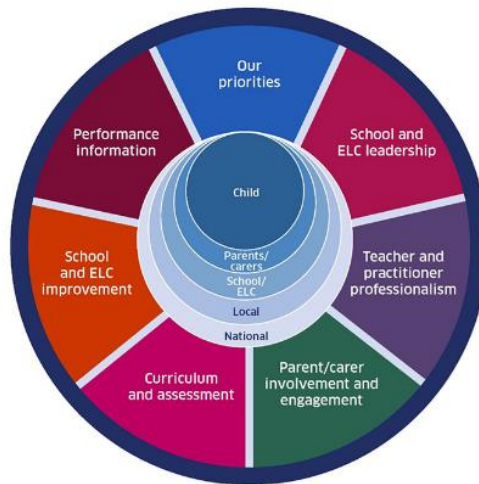
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

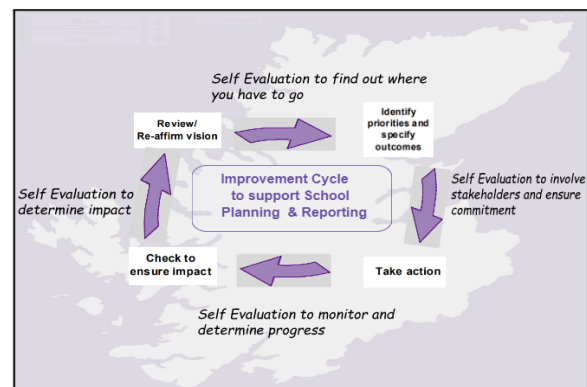
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

### 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.

Sara Riach  
Head Teacher  
Alvie Primary School

## 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 90%	Average Class Size 18	Meeting PE Target Target Met
-------------------	--------------------------	---------------------------------

Pupil Numbers 54	Teacher Numbers 3	Pupil Teacher Ratio 18
---------------------	----------------------	---------------------------

#### For schools with a roll exceeding 50

N3 0%	N4 0%	P1 11%	P2 9%	P3 5%	P4 18%	P5 18%	P6 15%	P7 24%
----------	----------	-----------	----------	----------	-----------	-----------	-----------	-----------

SIMD Q1 <sup>1</sup> 0%	SIMD Q2 0%	SIMD Q2 0%	SIMD Q3 0%	SIMD Q5 0%	Unknown 0%
----------------------------	---------------	---------------	---------------	---------------	---------------

ASN <sup>2</sup> 37%	No ASN 63%	FSM <sup>3</sup> 7%	No FSM 93%	EAL <sup>4</sup> 6%	No EAL 94%
-------------------------	---------------	------------------------	---------------	------------------------	---------------

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading Most	Writing Most	Listening and talking Most	Numeracy Most
-----------------	-----------------	-------------------------------	------------------

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

#### Vision:

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

We provide a welcoming, happy, safe and supportive environment in which everyone is equal and all achievements are celebrated.

**Values:** Diligent Friendly Helpful Inclusive Kind Polite Respectful

**Aims:**

- We make decisions and take on responsibilities together as partners.
- We provide equity to all our pupils by using our resources effectively to support learning.
- We provide a balanced, flexible and inclusive curriculum where pupils are encouraged to take responsibility for their learning.
- We recognise the importance of creating a climate in which children can learn effectively and believe that consistent teaching and positive expectations are key to this.
- We continue to develop and maintain strong community links and partnership approaches to learning.
- We focus on progressive skills and use an ongoing range of assessment opportunities. This means that staff at Alvie can work collaboratively to track and monitor pupil's attainment and share achievements.
- We believe that good health and supported wellbeing is central to effective learning and preparation for a successful journey in life.
- We believe in doing our very best with the capacity we have as a small school.

## 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](#).

# Moderation

## Purpose:

The purpose of this priority was to improve consistency in teacher judgements across the ASG and to build confidence in awarding an achievement of a level. We worked towards rebuilding ASG collaborative approaches and relationships post Covid. In the long term, we have started to create a sustainable approach to moderation. Some good practice was already in place within the individual schools regarding both informal and formal assessment and moderation practices. However, this has not been consistent across the ASG. Time was planned throughout the year for Moderation to take place within the ASG during Insets and CAT sessions. This priority has been beneficial for the school. We now aim to focus on Listening and Talking and Reading..

- **Progress:**
- As an ASG, we have used CAT and INSET successfully to moderate Literacy in Reading and Writing.
- The ASG have used a rubric to support ACEL for writing. As a school, we have designed Literacy progressions and assessment tools for depth of learning in all literacy areas.
- The ASG has created a shared drive for writing examples. These are organised in folders for Early, First and Second level.
- The ASG has not yet worked on Numeracy. In school, we have implemented teaching core skills and need to develop the use of Basic facts consistently across all classes.
- As a school, we have collegiately discussed models for Learning, Teaching and assessment, core teaching programmes, pathways and progressions, IDL units and outcomes, discreet teaching for some CFE areas and use of our Aspiration Areas.
- We have an agreed approach on what Numeracy and Literacy resources we use to teach and assess from which supports moderation.
- **Impact:**
- Staff feel more secure in determining a level and have shared evidence to support their judgement.
- The consistent use of the same assessment tools allows moderation to be more successful.
- Using benchmarks to determine a level has helped to moderate in school across multi-composite classes.
- All staff have access to the ASG folder and have used the evidence to support their own judgement.
- As a school, we have been looking at Core Numeracy and Literacy skills and have discussed a model to highlight our Aims for Learning and Teaching.
- All models have provided an agreed approach which helped to raise consistency and higher expectations. These models sit independently and need to be collated to provide a whole school priority model.
- Good progress has been made this session

## Next steps:

- AUDIT - Discussion of Listening and Talking across the ASG
- FRAMEWORK - Familiarisation with Listening & Talking the THC framework.
- SKILLS - Establish L&T skills to incorporate in school progression.
- PLANNING - Adapt current Block Planning to incorporate Listening & Talking skills.
- LT&A - Provide specific opportunities for L&T skills through the wider curriculum
- TRAINING - Staff Attend CLP on Listening and Talking
- ASSESSMENT - develop school Assessment procedures of listening and talking (P1/4/7)
- ASSESSMENT - Focused High Quality Assessment Task on L&T
- MODERATION - Moderating L&T within the ASG
- PARENTS - Sharing L&T with parents (e.g questioning)
- PUPILS - Pupils to be actively involved in L&T throughout the curriculum and whole school.

# Pathways & Progressions

## Purpose:

The purpose of this priority was to improve consistency in teaching across the whole school and to have a uniformed approach. We have developed a three-year pathway in each CFE level and progressions in Literacy, Numeracy and HWB which complement our unique environment.

Some development of Pathways and Progressions had started pre-covid. However, a more consistent approach was required and all areas of the CFE needed to have clear pathways over a 3-year cycle with developed progressions. The continuation of this priority will provide a whole school approach to teaching and learning and support for new staff. It will provide the assurance that interdisciplinary learning and discrete learning is being provided with depth and progression.

### **Progress:**

- Through collegiate discussion and application, we have used a sustainable approach to creating pathways and progressions.
- As a team, we have a shared understanding of what our school progressions look like and how we apply them in learning, teaching and assessment.
- We have an agreed viewpoint on what IDL looks like across the school and in multi-composite classes. This provides progression.
- A three-year pathway has enabled us to provide all Experiences and Outcomes to be covered through breadth of learning.
- Each IDL has been developed to reflect the local context of learning and local partners.
- Our children reflect on life skills used in each IDL and apply them throughout their learning.
- We have an agreed approach to teaching core skills in Literacy and Numeracy.
- The school resources have been audited and organised to support learning.

### **Impact:**

- A planned and structured approach towards creating our pathways has enabled us to use them successfully across all classes.
- Progressions have enabled us to deliver more structured literacy and numeracy across the whole school.
- A common interest is shared through IDL and is taught at each level appropriately, to provide challenge and pace.
- Teaching staff feel more confident knowing all areas of the CFE and Experiences and Outcomes are delivered over a 3-year period, which enables multi-composite classes to be successful.
- We have facilitated learning experiences successfully within our local area and own school grounds. We have accessed local partners to enhance our IDL projects.
- Pupils are more aware of applying a range of skills across their learning which will support their onward journey in school, life and work.
- More resources have been purchased to support learning in Numeracy and Reading - these are accessible for all pupils to use.
  
- Good progress has been made this session

### **Next steps:**

- PATHWAYS - Link literacy/Numeracy/HWB/IDL to 3 year Pathways & adapt pathways to multi-composite classes
- HWB PROGRESSION - Develop a HWB progression for Alvie School.
- TRAINING -Attend THC training for HWB with Simon Scott
- LT&A - Collegiate decision on discrete teaching/IDL HWB
- PLANNING - Develop HWB links onto block planner (includes benchmarks)
- PARTNERS - Develop links with Partners (young cares, PMHW, inspiring young voices etc)
- PARENTS - Opportunities for parental involvement in curriculum delivery.
- PUPILS - encourage voice through Pupil council, RRS and Leadership.

School Priority:

**Stakeholders**

Diligent Friendly Helpful Inclusive Kind Polite Respectful



## Purpose:

The purpose of this priority was to engage stakeholders in school to improve learning and teaching and to provide a variety of opportunities which enhance life skills. Parental engagement was limited due to Covid over the last few years. Prior to this, stakeholders were active in school. Active Stakeholder participation has enhanced the school curriculum. It has provided more opportunities for pupil engagement and supported some improvement in attainment. Parents now need to be encouraged to support learning via e-profiles, High Quality Assessment Tasks and school workshops. Partners have been planned throughout the year and links are evidenced and evaluated on block planner.

## Progress:

- Family participation has started improving through IDL projects.
- Termly open afternoon events provide opportunities for family engagement. These include events in school such as digital awareness and numeracy workshops, performances, open afternoons in the village to celebrate IDL and parental consultations.
- Partners are actively included at the planning stage to improve community links and enhance learning provision.
- Regular assessment and feedback are provided throughout the year, so parents know their child's progress, attainment and achievement.
- Our local partners are actively involved in our school life in a variety of IDL projects which provides equal opportunities for our pupils.
- The whole school and smaller groups work with partners across a wide sector of activities to provide breadth.
- Pupils have started to recognise Numeracy, Literacy and HWB targets.
- Pupil voice is considered throughout projects in school and pupils take on leadership opportunities such as buddies, digital leaders, pupil council, Rights respecting ambassadors, playground leaders and house captains.

## Impact:

- A large percentage of families engage termly in a specific project which is celebrated, displayed and presented in school.
- Term events are well attended by families and the community.
- We access a wide range of local partners including outdoor pursuits, expressive arts, community projects and environmental groups.
- Quality assessment tasks, parental consultations and open afternoons provide the opportunity to discuss progress and each child's development.
- Targets are specific to the learning and pupils place these on their e-profile and reflect at the end of each term
- Pupils enjoy the responsibility of leadership. Most pupils are active in their role. Leadership groups need to be manageable for our future capacity.
- Good progress has been made this session

## Next steps:

- PARENTAL ENGAGEMENT- involvement in ASG Reading project, Basic Fact maths and home/school learning through homework
- ACHIEVEMENT SKILLS - promote school achievement skills throughout the curriculum and pupils to self- evaluate through AiFL and E-profiles.
- FAMILIES - Provide opportunities for families to be more engaged in core learning projects
- PUPIL VOICE - more involved in target setting

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan



The Pupil Equity Fund has provided additional PSA hours to help support pupils in class and with targeted interventions across Literacy, Numeracy and HWB.

## Wider achievements

### Coileanaidhean nas fharsainghe

#### IN SCHOOL:

- All pupils had opportunity to Dance, Sing and perform with specialist partners and presented a play to the local village
- All Pupils have had the opportunity to learn CPR with the paramedic team
- All pupils have provided the village with a local museum
- All pupils have been part of a Science roadshow
- P1-3 have completed Kodaly.
- P1-4 have completed a 4 week outdoor learning programme with local partners
- P5 took part in a 4 week cycling programme at Wolftrax
- P6 took part in a 4 week water sport programme at Loch Insh
- P6-7 have completed their Bikeability award
- P7 have completed VABs volunteering programme and Highlife young leadership award
- P7 have taken part in a residential trip to Alltnacriche Outdoor Centre
- P6-7 have taken part in a 4 week ski programme in The Cairngorms
- Two teams take part in school shinty events
- Several pupils participated in the McRobert Cup
- P1-3 have completed the Safe, Strong & Free programme
- P5-6 have taken part in The A9 Academy Road Safety
- P5 work with an intergenerational gardening scheme supported by the local community
- The school has been awarded recognition as a 'Digital School'
- The school has completed their Bronze award for Rights Respecting Schools
- Pupils learn Violin, Chanter and Tin Whistle

#### OUTWITH SCHOOL:

- Some pupils have completed music accreditation for Violin and Piano.
- Pupils ski as part in European and Scottish races
- Pupils have taken part in live productions at Eden Court
- Pupils have played in Scottish Shinty events and won several tournaments

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaidhean, luchd-ùidhe is luchd-obrach

#### Parent Voice

##### What is going well?

- Good balance of in class work and outdoor learning.
- Relaxed environment
- Happy kids
- Great natural environment
- A brilliant atmosphere
- Children are kind
- Well-mannered pupils
- Classes work together
- Peer groups
- Games, play and learning

##### What would you like to see next?

- Even more outdoor learning
- More free play
- More Homework
- No homework
- More Gardening
- Drama/Singing
- Baking
- Games
- Farming
- More PE

- Nice classrooms
- Communication
- Open Afternoons
- Kids settle really well at Alvie
- Digital learning
- Increased Numeracy and Literacy
- Music and art experiences
- Outdoor learning
- Garden

- Safer parking

## Pupil Voice

### What is going well?

- Everyone is your friend
- we all follow the school values
- we have friendly teachers and staff
- we have house points at the end of term
- we include everyone
- we are a family
- we have lots of leadership opportunities
- we are very creative
- we have great school grounds for learning and play

### What would you like to see next?

- More encouragement to follow rules
- Older pupils need to look after younger pupils.
- We need to mix girls and boys.
- Classes work together more
- More outside learning
- More focus and concentration
- More positive behaviour in class
- An outdoor/indoor reading area with books and seating.
- We could have more HWB games set up
- We could reintroduce the Help box
- We could build a friendship area in the grounds
- Leadership roles need to be fulfilled - maybe share across the school

## Stakeholders Voice

### What is going well?

- KODALLY - I am always made welcome by both pupils and staff when I arrive at the school. I think communication is good with any issues generally relayed to me in time for me to react. I've also had good collaboration with staff when we have shared the leadership of the digital Kodaly sessions with things like equipment made available in advance and constructive shepherding of the class through the various activities. I noticed that behaviour had improved overall when I was in for the final block of the year with more pupils participating for more sustained periods of time and better pupil resilience. This made it more enjoyable to work with the class.
- LOCH INSH – P6 water sports 4 week programme works well
- The end of term session for final year students is also working well.
- The discounted season pass for the children to use the equipment has had a reasonable uptake.
- From the season pass a couple of children are participating in the windsurf club.
- INTERGENERATIONAL GARDENING in the community Working - directly with the pupils.

### What would you like to see next?

- KODALLY - Specifically with a view to digital Kodaly lessons (which are likely to remain part of our input now), I think better technology would help. We have been running the class with, I think, a Chromebook and speakers.
- Loch Insh - We would love to see uptake in an after-school club, where we pick up the children from school and supervise a sporting and educational offering until 5:30pm so parents can finish a full working day before needing to pick up their children.
- INTERGENERATIONAL GARDENING in the community Allowing plenty of time for dialogue between the generations

<ul style="list-style-type: none"> <li>• Their part in the Remembrance Service was well received by the community</li> <li>• Inside school is worthwhile but getting them out into the community is more beneficial.</li> <li>• Great that school get the Importance to involve them at a young age in developing community life/spirit through projects</li> <li>• The importance of involving them in the decision-making process where possible – the children have a good response to questions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Involve other community members especially those involved with present projects.</li> <li>• There are members of the community who are in a good position to work with the school on proposed projects.</li> <li>• Work jointly with the wildlife park with their community projects. They are keen to do this.</li> </ul>
--	---

## Staff Voice

<p><u>What is going well?</u></p> <ul style="list-style-type: none"> <li>• Consistent approach to learning, teaching and assessment</li> <li>• Collegiate planning, P1-P7</li> <li>• Good communication between all staff</li> <li>• Regular communication and feedback with parents</li> <li>• Supportive ethos and atmosphere</li> <li>• Teamwork at all levels</li> <li>• All staff know all children well</li> <li>• Good relationships with parents, community and partners</li> <li>• Shared approach and expectations across the school</li> <li>• Staff appreciate and utilise our unique environment</li> <li>• Rely on each other for support as such a small staff.</li> </ul>	<p><u>What would you like to see next?</u></p> <ul style="list-style-type: none"> <li>• Increased human resources to support success at Alvie</li> <li>• Realistic expectations from Stakeholders to meet our priorities within our capacity.</li> <li>• Security</li> <li>• Consistent management cover (staffing)</li> <li>• Staff reassurance of posts and contracts</li> </ul>
---	--

## 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
<b>QI 1.3</b> Leadership of change	Choose an item.	Good	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Choose an item.	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion	Choose an item.	Good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Choose an item.	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We believe in doing our very best with the capacity we have as a small school. We prioritise projects which are achievable, sustainable and have meaningful impact for our pupils and their learning.

## **Key priorities for improvement planning**

### **Prìomhachasan airson planadh airson leasachadh**

---

1. PROGRESSIONS - Develop HWB progression for Alvie Primary School
2. LITERACY - Develop Listening & Talking skills in Alvie Primary School

## **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 [www.alvieprimaryschool.co.uk](http://www.alvieprimaryschool.co.uk) or by contacting the school office.