

Standard and quality report

2022/23



AVOCH PRIMARY SCHOOL
HIGHLAND COUNCIL | STATION ROAD, AVOCH, IV9 8PS

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

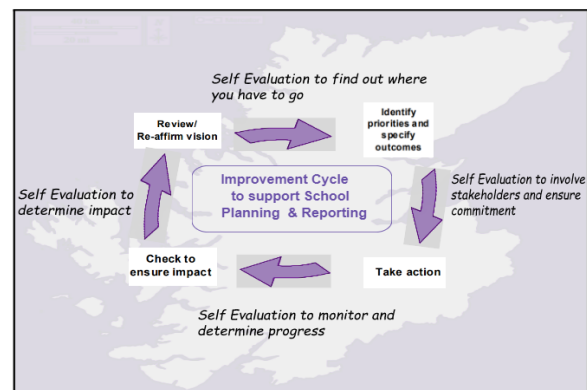
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Lynsey Third
Head Teacher
Avoch Primary School

School Profile

HARDWORKING, RESPECTED, INCLUDED, HONEST, KIND

Pròifil na Sgoile

The following information can be found on [Parent zone 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.

All primary schools to include

Attendance 95%	Average Class Size 25.6	Meeting PE Target Target Met						
Pupil Numbers 282 (+55 Nursery) = 337	Teacher Numbers 11	Pupil Teacher Ratio 25.6						
N3 7.1%	N4 9.2%	P1 9.8%	P2 10.7%	P3 13.1%	P4 11.3%	P5 11.6%	P6 16.9%	P7 10.3%
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q4 80-90%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 37%	No ASN 63%	FSM³ 11%	No FSM 89%	EAL⁴ 11%	No EAL 89%			

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

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

We have had no exclusions this year.

School vision, values and aims

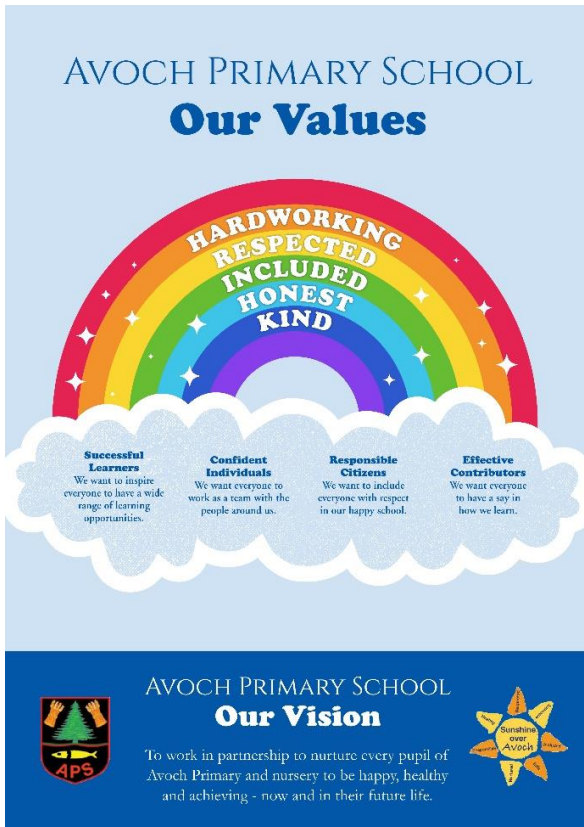
Lèirsinn, luachan agus amasan na sgoile

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



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:

Understanding and Improving our Maths Curriculum from ELC -P7

Purpose:

Original SIP Action Plan 1

This project has been developed in response to a dip in attainment in maths across the school, specifically in the middle stages. Staff have identified the need for a progressive and coherent maths curriculum from ELC-P7. There is need to review the tracking and monitoring of pupil progress to ensure that this informs learning and teaching and next steps.

We have had high levels of staff absence at Avoch Primary, including a period where both the DHT and PT were absent for extended periods of time. We have had several class teachers absent for extended periods of time and high levels of absence in ELC. The levels of absence have had impact on our progress with some of our actions indicated in the 22/23 SIP.

As we engaged in the activities identified in the SIP, it became evident that we needed to review learning and teaching to ensure we had a shared understanding of the features of a high quality lesson. It was evident that we needed to look at 2.3 Learning, Teaching and Assessment in more detail. We needed to review our Vision, Values and Aims post pandemic. We spent time reviewing our Promoting Positive Relationships Policy to ensure that pupils and staff were in a good position to move forward with high quality learning and teaching across the school. We also spent time engaging with SOFA and SNSA data to ensure that staff were confident in identifying next steps for learning

HARDWORKING, RESPECTED, INCLUDED, HONEST, KIND

Progress:

- ✓ From staff engagement with QI 2.3 in September 2022 we identified our priorities for this year.
- ✓ We ensured consistent use of planning pathways for literacy and numeracy.
- ✓ Further engagement with literacy and numeracy benchmarks. Almost all staff have attended training on how to access SOFA/SNSA data and use this to identify gaps in learning. Most staff are engaging with new whole school data tracker.
- ✓ Introduced consistent approaches to tracking pupil progress across literacy and numeracy.
- ✓ Staff identified what the numeracy and maths coverage should look like over the year.
- ✓ Agreed Literacy week and how we can ensure we are allocating the relevant time to Literacy elements.
- ✓ All staff have been reading Bruce Robertson 'Power up Your Pedagogy' to revisit the key features of Learning and Teaching.
- ✓ All staff attended Talk for Writing Fiction Training and have revisited Wrap Around Spelling approaches to ensure consistency across the school.
- ✓ All stakeholders involved in updating the Vision, Values and Aims and Promoting Positive Relationship Policy.

Impact:

- ✓ Through moderation of planning folders, staff discussion and collegiate planning, most staff are consistently using the planning pathways in literacy and numeracy and state that these are working well.
- ✓ Most staff are using the data tracker to input CfE levels, SPP data. Through Pupil Progress Meetings there is evidence that almost all staff are aware of where their children are at in their learning and use the data evidence to support that.
- ✓ Whilst almost all teachers have a good knowledge of where children are at, the majority of staff have started using the tracking sheets for their class. Further engagement through moderation and collegiate sessions is required to embed in practice.
- ✓ All staff are aware of the planned coverage and will use when planning in 23/24.
- ✓ Interesting professional discussions at collegiate time has taken place, particularly around differentiation. For more focused observations we created a Lesson Evaluation Toolkit that we will begin to use in our observation trios in session 23/24.
- ✓ All staff are using elements of T4W and Wrap Around Spelling in their classroom. Pupil and teacher feedback shows increased enjoyment, motivation and confidence amongst learners. This is evident through classroom observations, discussion with pupils and in planning folders. Need to continue to revisit and discuss at collegiate time to ensure that we are consistent and that these approaches are embedded across the school. We have updated our writing policy.
- ✓ All staff (CTs, PSAs and EYPs) are using restorative conversations with children. Use of incident folders ensure consistent approaches to managing behaviour across the school. This works for almost all children and personal support plans are used for individual children where necessary. Evidence through discussion with children, monitoring incident

- ✓ The majority of teaching staff attended Highland Council Literacy for All Training
- ✓ folders and parental engagement that there is a shared understanding of behaviour expectations.
- ✓ The majority of staff have an increased understanding on identifying where difficulties lie and are clearer about the interventions they can use to support children. Literacy Profiles are being developed for children that are not yet achieving.

Next steps:

- ✓ Embed tracking and monitoring in literacy and numeracy across the school.
- ✓ All staff to attend the T4W Non-fiction training and embed T4W across the school via a whole school writing policy.
- ✓ Continue to develop the whole school data tracker to ensure it is being used by all staff.
- ✓ Develop Curriculum Rationale with all stakeholders involved.
- ✓ Staff to have training on the Highland Numeracy Progression assessments and begin to use the assessments.
- ✓ Staff to attend Highland Council Comprehension Training.
- ✓ Staff to attend Highland Council Listening and Talking Training.
- ✓ All Early level staff to engage in Emerging Literacy Training.
- ✓ Early level staff to work more collegiately and to review play provision.
- ✓ For Avoch Primary to become a Scottish Book Trust 'Reading School'.
- ✓ All staff to attend Highland Council Literacy for All training and to be confident when using the guidance to support children with literacy difficulties and to support the identification of Dyslexia.
- ✓ Parental engagement sessions – Talk for Writing and Wrap Around Spelling.
- ✓ Teaching staff to attend school and ASG moderation activities to support teacher confidence in CfE levels.
- ✓ Begin to use Highland Literacy Progressions to support planning.

School Priority:

Inclusion, Equality, Diversity and Children's Rights

Purpose:

Post pandemic we acknowledged that children's resilience has been impacted and children required more emotional support to be able to access their learning. We used our PEF funding to support developing nurture across the whole school. We wanted to ensure that all children have a sense of belonging at Avoch Primary School and that we have a safe and inclusive ethos for all children. We used evidence we gathered from 'How Nurturing is Our School' survey to identify that our key priorities were Nurture Principle 1 (NP1) 'Children's learning is understood developmentally' and Nurture Principle 2 (NP2) 'The classroom offers a safe base'. We also began our journey to become a RRS and engaged with the UNCRC principles across the school.

HARDWORKING, RESPECTED, INCLUDED, HONEST, KIND

Progress:

- ✓ All staff (Teachers, PSAs and EYPs) attended Equalities and Diversity Training delivered by Educational Psychology Team.
- ✓ In March 2023 we achieved our Bronze RRS Award.
- ✓ Staff and pupils took part in a whole school walk around that focused on NP2 and identified areas for improvement in classrooms and other school spaces, which they then worked on.
- ✓ Two members of staff led training on restorative conversations with teachers, PSAs and EYPs.
- ✓ Completed the P4-7 Bullying survey and whilst the majority of children said they had not been bullied in the last 6 months, we still have a few children that have felt bullied. CTs to plan lessons around anti-bullying week and at various different opportunities arise. Robert Quigley came in to deliver online safety lessons to P5-P7, they then ran an open afternoon for parents and delivered the key messages.
- ✓ Playground leader training for P7 children to support with incidents in the playground.

Next steps:

- ✓ All staff to attend Nurture Awareness training, including trauma and bereavement training, delivered by Educational Psychology Team.
- ✓ All teaching staff to engage with Boxall Profiles and use the targets to support Form 1s and Child Plans.
- ✓ Continue RRS journey and achieve Silver Award, ensure that the rights are embedded throughout the ethos of our school community.
- ✓ Pupil led citizenship groups to increase pupil voice and participation.
- ✓ Complete the Highland Council Wellbeing Survey, use the results to plan a wellbeing group that focus on areas for improvements.
- ✓ Continue to build on strengthening community links and establish their role in our curriculum.

Impact:

- ✓ Teachers are more aware of the legislation and the protected characteristics. Most teachers have considered how they can cover equalities and diversity lessons across the curriculum.
- ✓ All teachers are aware of the Children's Rights. Almost all children in P4-P7 are aware of their rights, the majority of children in P1-P3 are aware. Almost all children attended an assembly. We are beginning to hear conversations about the rights across the school.
- ✓ All children and staff enjoyed the school walkabout. The criteria for the walkabout was developed with the pupil council. Staff at collegiate time discussed the feedback from the walkabout and identified next steps for improving their classroom area and other areas of the school.
- ✓ Most staff across the school now use our selected 5 restorative questions when dealing with behaviour incidents. When walking around the school it is evident that most staff understand the significance of positive relationships.
- ✓ Assemblies are planned around the wellbeing indicators and the school values. Children participate well in discussion about bullying and what we should do if they feel they are being bullied.
- ✓ The children have talked positively about the playground leaders. They have been fantastic at supporting children that feel lonely in the playground and helping the younger children with making good choices. We will continue with Playground Leaders next session.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

We purchased 50 licenses from Lexia to support with literacy interventions and targeted FSM children that were not yet achieving in literacy and other children that were identified as 'closing the gap'. 73% of our targeted group of children achieved their predicted CfE level by the end of this year. Lexia has had a positive impact on our literacy data. Teachers have noted increased engagement. Parents are supporting children at home with this. We are seeing the benefits of Lexia in day-to-day class work. Out of the 11 FSM children identified 8 of those achieved their predicted CfE level for their stage. Lexia will continue across the school.

Due to high levels of bereavement and trauma, nurture became a focus for the school in January 2023, we started a breakfast club in our nurture provision, which helped increase the punctuality and attendance of 7 of the target group (initially 25) children. We also noted increased engagement from around 50% of the children targeted.

The target group of children changed as the year went on as after some support in the nurture room, they no longer needed the same level of support. Engaging in training led by the PEF teacher meant that staff across the school ensured their classrooms were a nurturing environment and this is something we need to continue to develop this year. We cannot facilitate a nurture room to the extent we did this year due to a reduction in PEF funding, however, we can still support staff development and training. We also identified the value of the Boxall Profiles and the individual targets they provide children.

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Achieved our Bronze RRS award
- ✓ Vision, Values and Aims shared with school community
- ✓ Winning the girls and boys Ross-shire Cross Country Event
- ✓ Winning the Inter Schools Orienteering Event with girls and boys receiving personal medals for best times.
- ✓ Entering multiple teams in hockey tournaments and performing very well.
- ✓ Our P7 Rotary Quiz team doing very well and coming second.
- ✓ For the second year running, we had many winners across the school in the Young Engineers challenge, many of our children attended a ceremony at Robert Gordon University.
- ✓ Our P5 children were judges for the Royal Society Book Prize, their fantastic video was selected to win some book vouchers for their class.
- ✓ Our P3/4 class were awarded second place in the Lord Lieutenant's King's Coronation Art competition, winning money for art resources.
- ✓ The coaches from our school football team, Avoch Rovers, supported us to enter the two football tournaments. Both teams represented the school very well.
- ✓ Our achievements board has been full of achievements from outside of school, to name a few, we have lots of excellent swimmers, dancers, martial arts experts across Avoch Primary School.
- ✓ Our 4 capacity lanyards have been a great success in the school and we link these to achievements in and out of school.
- ✓ All of our classes, including our ELC, delivered fantastic sharing assemblies. Parents were invited in to watch these and the feedback was fantastic.
- ✓ After several lessons our P6 children took part in a Bridge tournament against Balloch Primary School. We had visitors into the school to teach the children.
- ✓ We have an excellent link with Black Isle Cares. Our P6 pupils hosted a Senior Citizen's cuppa at Christmas time, this was an excellent event. We also had our P6 and P7 pupils interview many Senior Citizen's in the community and recently we had a film premiere to show case their work.
- ✓ We had several winners of the Young Writer '50 word challenge'. Two of our pupils were chosen to represent Highland in the regional final.
- ✓ Our P1-P4 competed in the Baillie Cup and they took several medals back to school.

Comments from learners, families, stakeholders and staff

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

Our Learners

Learning and Teaching

- 'I enjoy maths – more so when it is complicated.'
- 'I like learning how to do numbers and I love my teacher.'
- 'The teachers explain things very well at school.'

Relationships

- 'Being a playground leader is great and we get to help the little ones at lunchtime.'
- 'I want to be a playground leader because I want people to feel happy and included and to make sure people are ok.'
- 'Teachers know us well.'

Health and Wellbeing

- 'I like it when I get to wear one of the colourful lanyards and stand up in assembly.'
- 'I like the clubs we can go to like gardening and hockey.'

Our families

We are doing well;

- 'Welcoming atmosphere. School is more welcoming and feels approachable.'
- 'Google classroom is great to see what the kids are learning weekly.'
- 'Family involvement. We always feel welcome coming into the school and we are very well informed about events, etc.'
- 'The community spirit and general support of the school withing the local are is very positive.'
- 'Lovely to see the HT at so many events. You are very approachable and so enthusiastic.'

Things for us to think about;

- 'Please can we vary the days of week of the open afternoons so that all parents can get a chance to attend.'
- 'I would like to know more about what is going on with the reading. More about library books v reading books.'
- 'I would like ot know more about extracurricular activities.'

Our Staff

- 'All staff are open to new ideas and trialling new things.'
- 'All staff have high expectations of behaviour and learning'
- 'Almost all staff have input (to SIP) and have different roles to play. We engage in self-evaluation for various things. How nurturing is our school evaluations, and we make plans together.'
- 'There are designated spaces in school which are very safe and in classes zoning and organisations leads to safety for the children. They know where things are'
- 'Staff regularly change classroom layout to meet the needs of the children in their classes.'

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
QI 1.3 Leadership of change	Satisfactory	Satisfactory

QI 2.3 Learning, teaching and assessment	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory

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

- ✓ *To continue to develop Learning, Teaching and Assessment Across our Curriculum.*
- ✓ *To fully engage with Highland Literacy Priorities across the school.*
- ✓ *To continue to work towards embedding equality, inclusion diversity and Children's Rights across Avoch 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

<https://sites.google.com/fortroseacademy.org.uk/avoch-primary-and-elc/home> or by contacting the school office