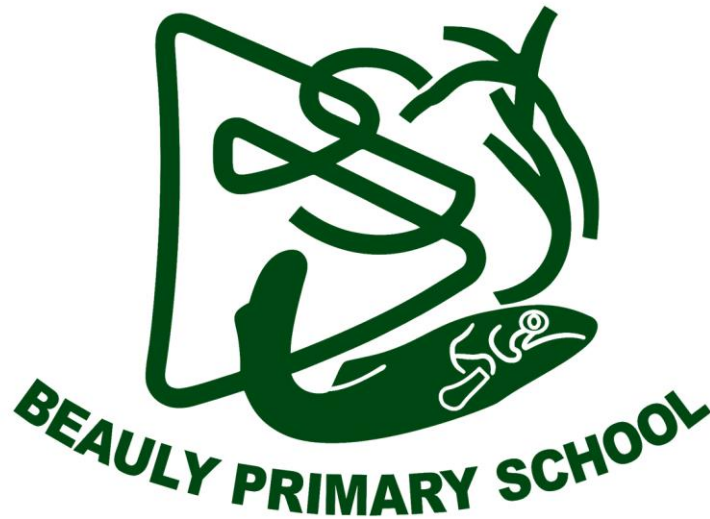


STANDARDS AND QUALITY BEAULY PRIMARY SCHOOL



2022/23



Beauly Primary School, Croyard Road, Beauly, IV5
7NX

Respect, Kindness, Teamwork and Fun!

Introduction: Local and National Context

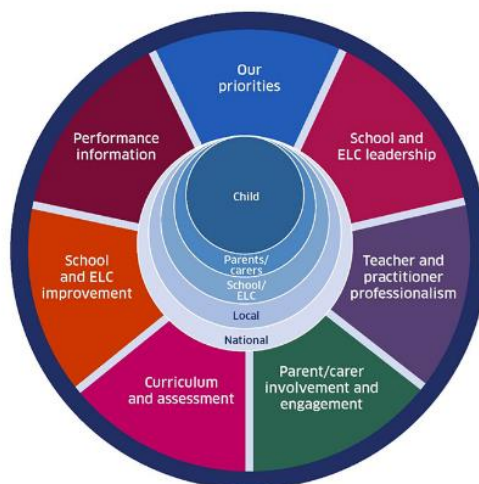
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This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

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%

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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.

Name Tracey Fraser-Lee
Head Teacher
Beauly Primary

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School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). 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%	Average Class Size 20.3	Meeting PE Target Target Met
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Pupil Numbers 122	Teacher Numbers 8	Pupil Teacher Ratio 15.2
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N3 XX%	N4 XX%	P1 12.3%	P2 18.9%	P3 14.8%	P4 13.9%	P5 10.7%	P6 18.9%	P7 10.7%
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SIMD Q1 0-10%	SIMD Q2 0-10%	SIMD Q3 60-70%	SIMD Q4 20-30%	SIMD Q5 0-10%	Unknown 0-10%
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ASN 40-50%	No ASN 50-60%	FSM¹ 70-80%	No FSM 20-30%	EAL² 0-10%	No EAL 90+%
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2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

We have had no exclusions this year.

School vision, values and aims

Vision - Work Together, Learn Together, Achieve Together!

Values - Respect, Kindness, Teamwork and Fun!

Aims - We would like our children to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included!

¹ FSM – Free school meal entitlement

² EAL – English as an additional language

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Review of progress for session

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:

Develop learning, teaching and assessment in writing from Early to Second Level

Purpose:

- To raise engagement and attainment in writing, particularly at First level
- Strengthen consistency of teacher judgement of CfE levels
- Increase teacher confidence at delivering high quality and progressive writing lessons.

Progress:

- Through adopting the Talk for Writing approach at all stages within school we are starting to see an improvement in the quality of our pupils writing, particularly at first level.
- Staff are becoming more confident in the use of Talk for Writing strategies, and this is evident in the delivery of writing lessons across all stages of the school.
- Pupils are becoming more confident in using the various tools to produce pieces of writing in various genres.
- Teachers are more confident at assessing where children are within a level for writing and are starting to use rubrics effectively to aid this, as well as benchmarks

Impact:

- Consistent and progressive approach to writing used across all stages of school.
- Words up strategies used consistently in nursery by all staff.
- Tool kits for Talk for Writing ensure all children have access to appropriate vocabulary and structures.
- One class held a successful learning café for parents and carers to share strategies – this was very well attended.
- Moderation activities have ensured a consistent approach to assessing children's work and the writing rubrics have been a useful tool to aid this.
- Good progress was made in this area.

Next steps:

- Continue to focus on embedding across school and implementing the Beauty Talk for Writing guide at early, first and second levels.
- Continue to use rubrics to set teaching and learning focus, as well as assess at end of level.
- Moderation across stages to be included in collegiate calendar.
- Pupil focus groups will be used to gather opinion in this area

Very good progress was made in this improvement area

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Purpose:

Pupils across the ASG will have a consistent experience of learning and teaching within place value which is supported by an early to third level progression.

Progress:

- Staff moderated and discussed place value planning formats in ASG group levels during September Inset.
- In ASG CfE Level groups staff planned, delivered and reflected on place value lessons and resources, linked to identified E's and O's
- Staff discussed outcome of series of lessons and used evidence to moderate across schools against benchmarks
- Due to external circumstances limited progress was made.

Impact:

- Staff more confident at assessing achievement of a level for place value and shared standard across ASG
- Discussions around progressions highlighted differences in learning and teaching and the need to have a more consistent progression across Highland
- Consensus of opinion that progression planners were similar across establishments.
- Google Classrooms established to enable staff from across the ASG to share planners/resources in CfE level groups.

Next steps:

- This action plan has highlighted the need for a more consistent approach to teaching numeracy and maths across Highland
- As an ASG it was decided to halt making our own progressions as the authority announced we were all to use the HNP from August 2023
- Next session we will look at how HNP links to our Beauty Progression and benchmarks
- Plan for more opportunities for joint working across the ASG, including looking at progression pathways and completed pieces of pupil work.
- All schools to use RISE to monitor and support pupil wellbeing
- PE progression pathways to be developed and shared
- Health and Wellbeing working group to be established, with members from all ASG schools, to finalise progression pathway
- ASG training on The Promise and Inclusion
- Moderation of NSA and SOFA data within schools and across the ASG
- Writing rubric to be used to support moderation of writing at all stages across the ASG.

Due to external circumstances limited progress was made in this area

Purpose:

Staff will apply a consistent and coherent approach to assessment and moderation from Nursery to P7

Progress:

- Updated assessment calendar to include new assessments
- Use of writing rubric at all stages
- Learning walls in all classes
- Trackers in use from Nursery to P7
- Lexia intervention used systematically

Impact:

- Accurate data at timely intervals is gathered across the school
- Teachers have greater understanding and ownership of their class's data
- Teachers more confident at using benchmarks and have greater understanding of progress within a level of writing
- Teacher judgement of achievement of a level is more robust
- Learners are more able to talk about their learning and success criteria
- Pupil taking increased ownership of IDL
- Pupils more aware of focused CfE Experiences and Outcomes at each level
- Teachers have ownership of their pupil data and update regularly – reminders on collegiate calendar
- Teachers have greater understanding of where children are at within a CfE level
- HT has clear overview of school attainment and overview informs next steps/SIP/PEF
- ASNT leads on implementation, monitoring and evaluation of Lexia
- Increased pupil engagement with Lexia and renewed enthusiasm and motivation to achieve the next level and appropriate time
- Measurement shows value added in pupils' spelling, grammar and phonics

Next steps:

- Discuss with teaching staff to develop and agree Learning Wall expectations Nursery to P7
- Discuss and agree expectations of learning pages in Nursery
- Discuss and revisit QAT and set out expectations for the year
- Continue Lexia intervention with targeted pupils, led by ASLT
- Discuss with teaching staff and agree on which maths assessments to use and when, add to assessment calendar

Satisfactory progress was made in this improvement area – due to external circumstances this was limited.

Purpose:

Staff will ensure a range of IT experiences are incorporated into the nursery setting for children to engage with and explore.

Progress:

- Smartboard is now regularly used
- Listening centre set up and used by children – much more accessible
- Torches used if learning goes in appropriate direction
- 'Tinkering' with IT related resources part of everyday nursery sessions
- Bee bots started to be used on floor
- Weather checker now integral part of nursery

Impact:

- Staff more confident in how to use smartboard and laptop
- Children have more ownership and able to lead learning more in this area
- Children confident in use of IT
- Staff building confidence in trying new forms of IT with children and giving more freedom for them to explore

Next steps:

- Continue to link to DYW and skills
- Develop use of interactive part of smartboard with children
- Continue to offer variety of IT experiences inside and outside
- Develop use of Bee Bots

Very good progress was made in this area

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Class	Target No	SIP link	Interventions & Actions	Measurement Evidence	Progress/ Impact
P2	2	2	PSA/Teacher input to work on recognition of sounds and encoding/decoding words - 3 times weekly for 30 minutes	Class Teacher to complete initial sound check/reading of common words and keep reassessing every 3-4 weeks to ensure progress.	Target group know all initial sounds and can encode and decode cvc words effectively and independently Lexia helping support learning and showing steady progress with 1 of group.
P2	5	1	PSA/Teacher input to work on number sense and number bonds to 10- 3 times weekly for 30 minutes	Class Teacher to complete initial number check and bond check-keep reassessing every 3-4 weeks to ensure progress.	1 of group left Whole group now confident with number bonds to 10
P4	4	2	PSA/Teacher to work on supporting reading fluency, spelling and writing composition – 3 times weekly for 30 minutes	Class Teacher to complete initial spelling check and level on Lexia. Reassess at end and beginning of each term to ensure progress.	Lexia assessments show an increase of at least 3 levels for each child. All pupils motivated and engaged with Lexia and associated assessments show steady progress. 2 of group now achieved First Level for reading, 2 of group completed literacy assessments and now have identification of Dyslexia
P4	5	1	PSA/Teacher to work on basic number functions, place value and speed of recall within 100 – 3 times weekly for 30 minutes	Class Teacher to complete initial addition, subtraction, multiplication and division check- keep reassessing every 3-4 weeks to ensure progress.	All of group now confident with mental sums +/- within 20 and with 2,5 and 10 times. 2 of group confident with +/- to 100 and with 2,3,4,5 & 10 times tables. All enjoying using sumdog – good motivation and engagement to support learning. All making steady progress – 2 of group now achieved First level
P5	4	2	PSA/Teacher to work on supporting reading fluency, spelling and writing composition – 3 times weekly for 30 minutes	Class Teacher to complete initial spelling check and level on Lexia. Reassess at end and beginning of each term to ensure progress. InCas results used to highlight gaps (current & previous year results)	2 children left school Both pupils increased by at least 4 levels on Lexia – motivated and engaged and making steady progress. 1 pupil now working at second level.
P5	4	1	PSA/Teacher to work on basic number functions, place value and speed of recall within 100 – 3 times weekly for 30 minutes	Class Teacher to complete initial addition, subtraction, multiplication and division check- keep reassessing every 3-4 weeks to ensure progress. InCas results used to highlight gaps (current & previous year results)	1 pupil moved school Pupils and teacher enjoying using sumdog to support learning – motivate and engage 1 pupil now achieving appropriately and working at second level 1 pupil needs support with reading but can complete calculations effectively now. 1 pupil steady progress and working at start of second level with some adult support and concrete materials.

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P6	9	2	PSA/Teacher to work on supporting reading fluency, spelling and writing composition- incorporate use of ICT – 3 times weekly for 30 minutes	Class Teacher to complete initial spelling check and level on Lexia. Reassess at end and beginning of each term to ensure progress.	6 of group achieved First Level October 2022. 6 worked though 4 levels of Lexia and now are off the intervention due to progress made. Talk for Writing directly impacted writing and 6 of the group now working at Second Level. All group making steady progress in literacy.
P7	9	2	Teacher to work on writing composition- incorporate use of ICT – may require activities in addition to class writing tasks	Class Teacher to look at cold task assessment and focus on this target group during T1 to move them from 2* to 2**, use of IT to engage InCas results used to highlight gaps (previous year results)	Talk for Writing Strategies having clear impact on Writing for all pupils. All pupils achieved Second Level by June 2023.
P4 & P5	30	1	Teacher to work with stage groups weekly from October to Easter (or possibly longer) to build resilience, self-confidence and co-operation, using tasks such as active play, outdoor learning and team games.	Use of Stirling well-being questionnaire and SHANARRI indicators as baseline, then revisit and discuss towards the end of each term. InCas results used to highlight scores in attitude to school (current & previous year results)	P5 – teamwork dramatically improved and is evident in all areas – class and playground P4 – developing more team skills 77% showed increase in SHANARRI indicators over duration of input (23 out of 30)

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Wider achievements

Coileanaidhean nas fharsainghe

Archie was awarded Male Athlete of the Day at Inter School Sports for being so polite and grateful.



Our Inter School Sports Team did their best and supported each other so well.



Our Learning Cafes have been very well attended.



Beauy's Got Talent was a huge success and a complete sell-out! The P7 class did an amazing job of planning and running it.



P7 had an amazing time at Loch Eil!



Great Team Spirit and worthy winners at our whole school Cross Country event!



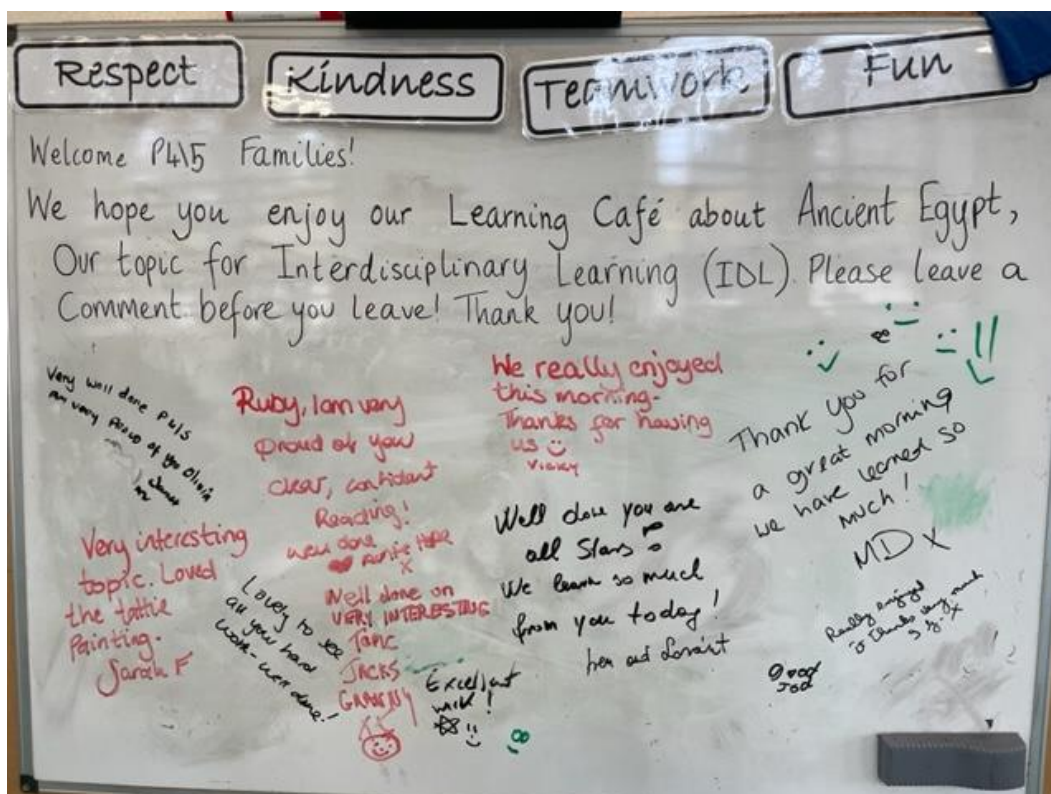
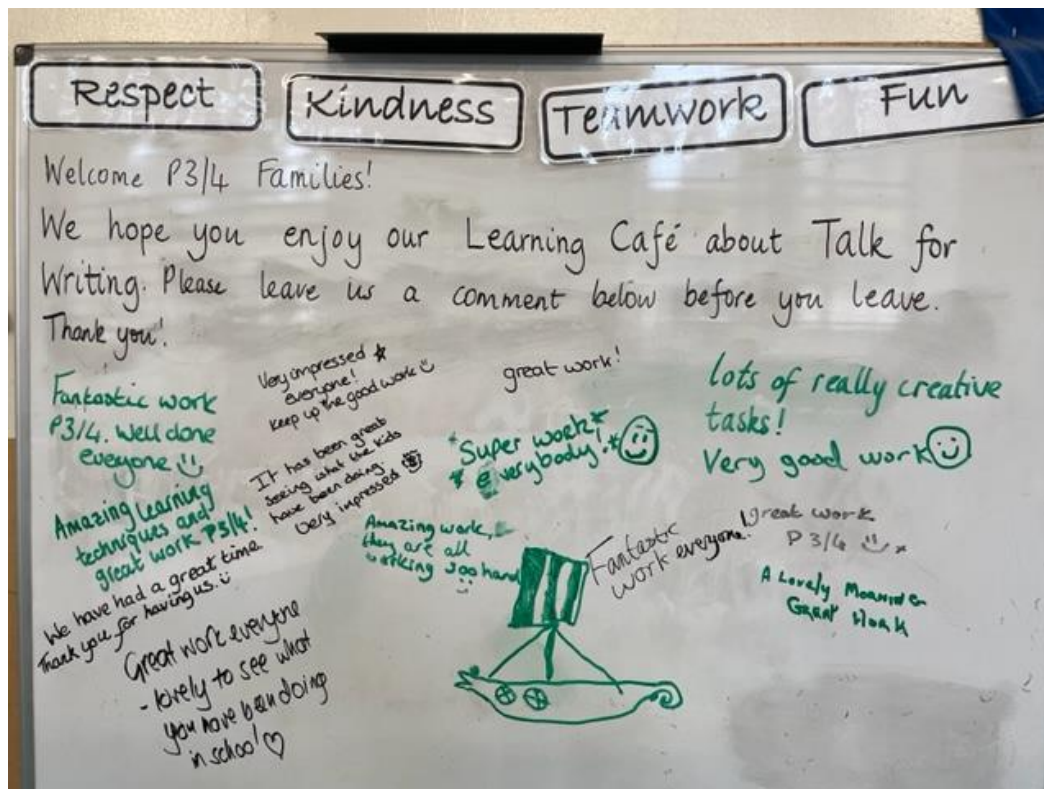
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- Each class held a very well attended 'Learning Café' for families, to share an aspect of the class curriculum
- P7 became Play Leaders and supported our younger pupils in the playground
- Nursery have restarted links with the Community Garden and associated gardeners
- P7 have been excellent Buddies for the P1 pupils this session (and indeed the rest of the pupils in school)
- P7 pupils have written articles for the local 'Beauly News' paper which goes out quarterly
- Successful Nursery Inspection by the Care Inspectorate took place in August
- Beauly's Got Talent was a complete sell out – this was planned and delivered beautifully by P7
- Beauly Cross Country – whole school took part in the event from P1-P7
- Garden Group is back up and running thanks to a couple of lovely parent volunteers
- Fabulous P7 residential trip with excellent engagement and behaviour at Loch Eil

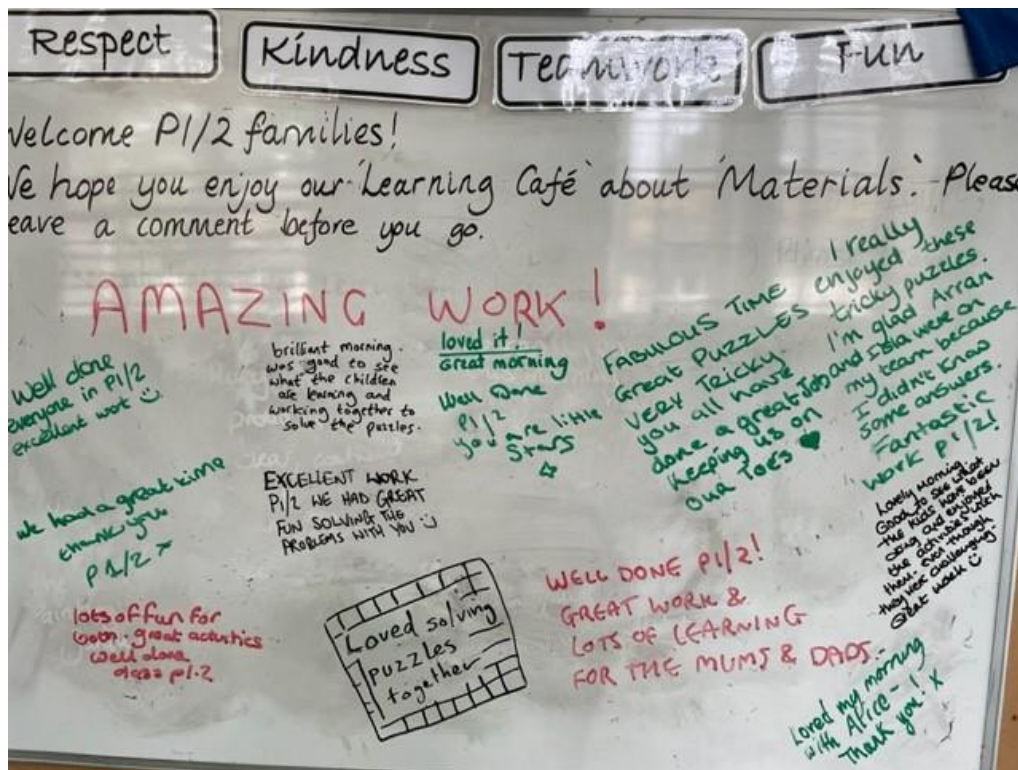
Respect, Kindness, Teamwork and Fun!

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

- Learning Café feedback from all families has been very positive – three examples below.



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Questionnaires were issued to parents and pupils in February with very positive results. These gathered views on various aspects, such as learning and teaching, HWB and leadership. Copies of the results can be requested from the school office.

- Some comments from visitors to our school

"I enjoyed my visit to your primary school. I was made to feel very welcomed and enjoyed spending time in the lovely P7 class. I enjoyed watching you all learn and have fun with your maths."

April Shearer – Teacher Charleston Academy

"I was treated with the upmost respect, was shown kindness, and had lots of fun. The pupils were fantastic and really inquisitive."

Russell McKay – Army Veteran

"The pupils engaged and embraced the learning, asking appropriate questions and were very keen to learn CPR. I was shown respect during my visit and the equipment I brought was also treated with respect. Everyone was kind and made my visit enjoyable. The pupils worked very well together and helped each other. I hope that by the amount of smiles and laughs we had that it was also a fun session!"

Karla Stevenson - CPR Trainer

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"I am always given a warm welcome. The children clearly know the staff well and are very 'at home' with them. The general 'feel' of the school is one of kindness and co-operation. I loved my visits."

Ellen from Safe, Strong and Free

"I thought the pupils were excellent- not just those I spoke with about Road Safety, but those I met made me welcome as I was walking to reception and to the classroom- this was pupils of all ages. I have worked in and with many schools over the last year and I would commend the pupils at Beauly Primary for their welcome and politeness. I was also offered a chocolate by one of the pupils who was celebrating their birthday – this hasn't happened to me before!"

Ian Graham – Road Safety Officer

"The children were extremely polite and very well behaved. The children were all polite when they were talking to the parents, they showed respect to all the parents, each other and staff. They were being so kind when thinking about buying presents for someone. The child who bought a present for the lollipop lady was so kind and thoughtful. Well done to all the children, you were fantastic!"

Claire MacGruer – Parent Helper at Wrap a Present

"My cup was well and truly filled! The pupils were a credit to themselves, the school and their parents. They were so excited but still displayed lovely manners and were helpful towards each other. They were respectful by waiting their turn and having nice manners. They were kind and thoughtful choosing their gifts. I especially loved that one child bought bath salts for the lollipop lady as her back must get sore from standing all day! Teamwork was evident when they were helping each other to make choices and they were all good fun! Smiling faces all round. Stay awesome, Beauly Bairns! With those values within you, the future is yours and it is bright."

Lynsay Boyle - Parent Helper at Wrap a Present

"I think the respect aspect is particularly apparent, and it goes both ways between teacher and pupil. I like how Mrs Fraser-Lee seems to make time for everyone. In terms of teamwork, the P7 pupils have been good at looking out for and supporting each other during the leadership activities. Pupils are always very friendly and helpful. I am always impressed by how they hold the door for others who are passing through."

Susan Blackwood – Active Schools (worked with P7 on Young Leader Award)

"I thought the children all behaved well and were well mannered. Beauly was a lovely school to visit – thank you for having us!"

Jennifer Murphy, Dental Nurse for P1 & P7 Dental screening

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

- Raising Attainment in Numeracy & Mathematics
- Raising Attainment through the Moderation Process across the ASG
- Developing Experiences in Numeracy & Mathematics in ELC/Nursery

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.beaulyprimary.co.uk or by contacting the school office

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