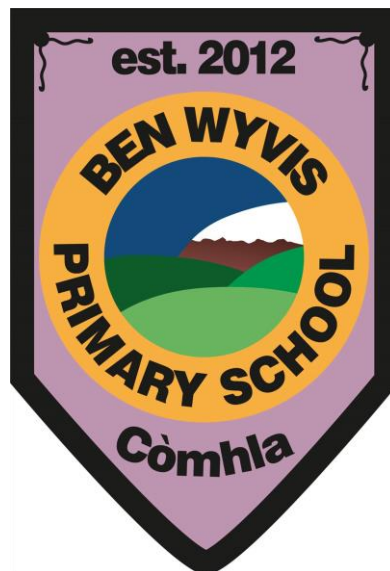




STANDARD AND QUALITY REPORT

2022/23



BEN WYVIS PRIMARY SCHOOL & ELC
HIGHLAND COUNCIL | LEANAIG ROAD, CONON BRIDGE, IV7 8BE

GROWING TOGETHER AND INSPIRING EACH OTHER: CARING, COURAGEOUS, CURIOUS AND CONNECTED.

Introduction: Local and National Context

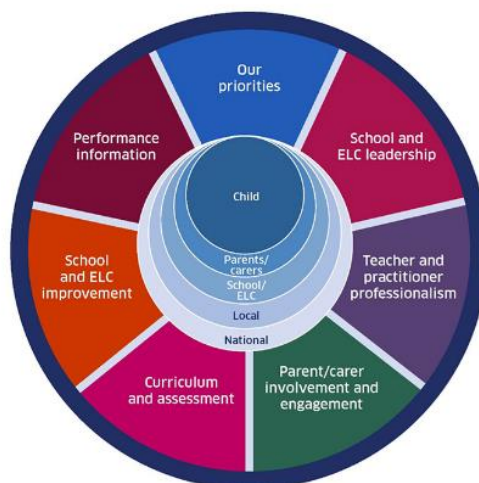
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

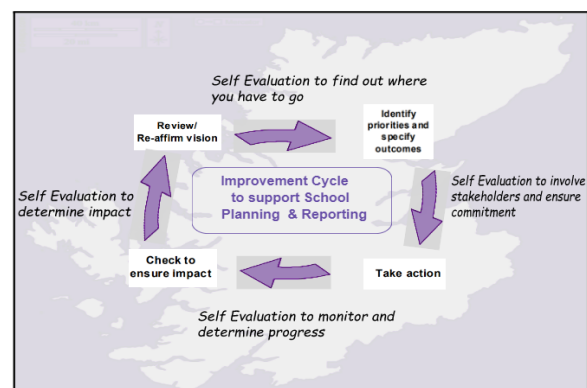
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Catriona McDowall

Head Teacher

Ben Wyvis Primary School & 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 93.4% | Average Class Size 25.5 | Meeting PE Target Target Met |
|----------------------------|-----------------------------------|--|

| | | |
|-----------------------------|------------------------------|------------------------------------|
| Pupil Numbers 281 | Teacher Numbers 14 | Pupil Teacher Ratio 19.7 |
|-----------------------------|------------------------------|------------------------------------|

| | | | | | | | | |
|------------------|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| N3 XX% | N4 XX% | P1 12.1% | P2 13.5% | P3 18.9% | P4 14.2% | P5 12.8% | P6 12.1% | P7 16.4% |
|------------------|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|

| | | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------|
| SIMD Q1¹ 0-10% | SIMD Q2 20-30% | SIMD Q3 40-50% | SIMD Q4 10-20% | SIMD Q5 10-20% | Unknown 0-10% |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------|

| | | | | | |
|----------------------------------|-------------------------|---------------------------------|------------------------|------------------------------|----------------------|
| ASN² 40.65% | No ASN 59.35% | FSM³ 18.3% | No FSM 81.7% | EAL⁴ 5% | No EAL 95% |
|----------------------------------|-------------------------|---------------------------------|------------------------|------------------------------|----------------------|

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.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



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:

Improving Numeracy

Purpose:

This project was developed in response to dips in attainment in Numeracy.

Progress:

- **Most ELC staff received training for block play and Counting Principles.**
- **Targeted intervention using PEF teacher and PSA for groups/ individuals.**
- **Most PSAs and teachers trained in Counting Principles**
- **Numeracy session for parents/ carers**
- **Assessment for P1-3 developed. SOFA assessment introduced to P2-P6.**
- **Data reflected discussed during meetings with ELC staff and teachers.**
- **Trackers introduced to class teachers**
- **Second level teachers attend ASG collegiate numeracy sessions with the Academy. First and early level teachers engaged in collegiate sessions focusing on resources and counting collections.**
- **Resources purchased to support numeracy experiences.**
- **5 ELC staff and one teacher trained in PEEP. PEEP Learning Together sessions took place throughout the session.**
- **Pupil led lunchtime card club with numeracy focus.**

Impact:

Very good progress was made in this area. Parents and carers valued the opportunity to receive ideas about numeracy at home. The majority of parents provided feedback expressing they felt more equipped to support their children. Staff valued the opportunity for training. First level classes are accessing the Counting Collection approach and practical resources to support learning and teaching. All staff are reflecting on data in planning and attainment conversations. All classes are using an assessment tool to support teacher judgement of achievement of a level. Links have been established with secondary numeracy teachers, supporting transitions and planning together. PEF teacher and PSA input has had a positive impact on pupil progress. Almost all staff have increased their use of concrete materials to support learning and teaching. All parents/ carers attending PEEP identified that the sessions had a positive impact on their interactions with their children. Improved mental maths skills and confidence for children engaging in lunch time club.

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Next steps:

Share ideas to support numeracy at home

Class teachers to receive training in the online numeracy diagnostic assessment and SOFAs.

Trackers to begin in August 2023 with teachers imputing data and reflecting on them during planning and attainment conversations.

Continue with PEF PSA support for numeracy.

Build on links made with Dingwall Academy maths department, with opportunities for primary and secondary teachers to observe each other and engage in moderation.

School Priority:

Improving Literacy

Purpose:

This project was developed in response to dips in attainment in Literacy across Highland

Progress:

- **Almost all ELC staff and PSAs received Makaton training.**
- **Targeted intervention using PEF teacher and PSA for groups/ individuals.**
- **Whole school approach for spelling created for first and second level.**
- **A further teacher trained in Sound Reading System.**
- **Almost all ELC staff attended phonological awareness training.**
- **All out Of School Care staff supported with developing quality interactions.**
- **2 children from every class appointed as Literacy Leaders (P1-7).**
- **11 ELC staff received planning in the moment training.**
- **First and second level texts purchased to support the teaching of reading.**
- **Sound Foundations resource purchased to support literacy.**
- **Reading texts audited for P1-P7**
- **All teaching staff trialled orange slice assessment tool. They contributed to content of the assessment tool following.**
- **Trackers have been introduced to record progress and support next steps.**
- **Planning and attainment meetings took place twice this session.**
- **A group of parents met with the HT to develop the Curriculum Rationale for Ben Wyvis Primary.**
- **5 ELC staff and one teacher trained in PEEP. PEEP Learning Together sessions took place throughout the session.**

Impact:

Good progress was made in this area as we see an increase in attainment and engagement across the school.

Some staff in ELC and primary have used Makaton to support learners with communication. P4/5 have enjoyed learning about it and using it to communicate at school.

The whole school spelling approach will be ready to use in August 23, providing consistency in practice.

Increase in attainment is evident with children receiving PEF input from PSA and teacher. PEF groups and individuals are more engaged. Children from P1 to P7 have been sharing their thoughts on Literacy contributing ideas for improvement.

ELC staff using phonological awareness training to establish next steps for learners.

Teaching staff have an increased knowledge of the benchmarks within writing at Early, First and Second level.

Planning and attainment conversations identifies strategies and resources to support learners as well as identify next steps.

ELC staff are ready to begin planning in the moment in August 23.

Parents were able to share what they would like to see in the Curriculum Rationale, with a few parents attending the open session.

All parents/ carers attending PEEP identified that the sessions had a positive impact on their interactions with their children.

Next steps:

Complete early level spelling progression.

Revisit the benchmarks for reading, exploring the Highland Literacy Progression.

Develop role of literacy leaders and pupil voice, ensuring feedback to classes.

Use orange slice to assess writing, sharing feedback to learners.

Increase planning and attainment conversations to termly.

Continue with PEF Literacy support.

Further Literacy training for staff.

Trackers to begin in August 2023 with teachers imputing data and reflecting on them during planning and attainment conversations.

Share information about planning in the moment with ELC families.

Include pupil voice in the Curriculum Rationale.

Continue with PEEP sessions for ELC families.

School Priority:

Health and Wellbeing

Purpose:

This improvement project was in response to the impact of Covid and economic pressures on our families. There has been an increase in pupils and families requiring support with anxiety, behaviour and engagement and widening of the attainment gap

Progress:

- **Teacher led Lego therapy groups once a week.**
- **Once a week teacher led support for individuals and groups, supporting anxiety emotions and behaviour.**
- **Lunchtime and afterschool activities organised by staff and parents, including Mindfulness Mondays, Lego Club, Singing, shinty and book club.**
- **Funky Friday organised by the upper corridor children.**
- **Use of Seesaw to support parental engagement, sharing classwork and progression week experiences.**
- **Almost all ELC, PSAs and Teachers attended training about trauma.**
- **5 ELC staff members trained in PEEP, with weekly sessions being run for ELC parents.**
- **Majority of staff trained in bowling. Classes P4-7 engaged in bowling learning experiences.**
- **All classes ELC to P7 engaged with Drumfun.**
- **All classes ELC to P7 enjoyed Aigas experiences.**
- **Increase in outdoor learning opportunities.**
- **Uniform Hub established, open fortnightly and managed by 2 parent volunteers.**

Impact:

Excellent progress has been made within this area, although there are several aspects which we would like to continue to develop.

Most parents, pupils and staff expressed that they really valued the Health and Wellbeing Support.

This has had a positive impact on attendance and engagement for the majority of the children supported.

Less playground incidents with the increase in lunchtime opportunities. Positive feedback through surveys indicated that the children are enjoying these experiences.

Most children participate in Funky Fridays, providing an alternative lunchtime experience and an opportunity for P1-P7s to spend time together across stages, building relationships.

Staff are more aware of the impact of trauma and have more strategies which they can use to support children.

All parents feel supported with PEEP sessions in ELC - Families building relationships and developing strategies to use at home.

Almost all parents able to see pupil progress through progression week shared on Seesaw.

Most teaching staff have increased knowledge and skill in Shinty and Bowling and able to support children engaging in these experiences.

Pupils are involved in the life of the school and aware that its 'our school'. Almost all pupils across

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- **Most ELC staff received training about completing form1s.**
- **Visioneers, House Captains, Literacy Leaders, Pupil Council established increasing pupil voice.**
- **HIGIOURs introduced to pupils. Classes discussing each strand and sharing at assemblies.**
- **Families received a copy of the school Vision and Values.**
- **Achievements within the Vision and Values are shared within the school newsletter.**
- **Memorial garden developed and in use.**
- **Survey issued to pupils to gather feedback about playground experiences.**
- **The majority of parents provided feedback during parents night about Health and Wellbeing.**
- **Most primary staff received shinty training.**
- **Outdoor library in place and is being introduced to classes.**
- **Play experiences developed within P1-3, for breaktime and class experiences.**
- **Lollipop shed shelved and ready to use as a sharing shed.**
- **30 children across the school participated in a Scottish Government project to develop a Childrens charter to develop Out of School Care across Scotland.**
- **ELC personal care plans reviewed.**
- **Arts Play weekly sessions and termly performances for ELC, P1 and P2**

the school are contributing ideas to develop our school and take pride in what's going well.

Families across the school are aware of the vision and values of the school and celebrate these at home and in school.

Parents have shared success and achievements from home.

Feedback from parents and pupils has been used to help set our school priorities for next session. Whole school Remembrance Ceremony, building connections with the wider community and Councillors. Increased knowledge and respect about Remembrance.

Through our uniform hub families have access to school uniform; pupils have benefitted from the uniform and jackets.

Increased playground experiences within P1-3 providing opportunities for the children to learn through play and explore.

The children who participated in the Scottish Government Project were really proud to represent the school and present their ideas for Out of School Care provision. A charter has been created with 5 other Scottish Schools and will be present to government.

ELC personal care plans are up to date and monitored by SMT.

Arts play has enabled pupils to express themselves with increasing confidence through music. It has supported mindfulness and relaxation. There has been an improved confidence towards performing for the majority of children.

Next steps:

Issue visitors with a copy of the Vision and Values. Share Vision and Values with the local shops/business within Conon and Maryburgh.

Develop playground experiences. Set up playground monitors.

Further develop outdoor library, embedding in playground experiences.

Set up community sharing shed.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Literacy and Numeracy

This session we allocated funds towards a PEF teacher for 2 days and a PEF PSA for 3 days supporting targeted groups to support literacy and numeracy. Within literacy pupils have made progress in their phonics knowledge, and this has had a positive impact on their reading, spelling, and writing. Very good progress made with P6 pupils. Some P3 children would benefit from continued interventions next session. Within writing 80% of the targeted children increased by 1 level. 91% of children increased by 1 level or more within spelling. Attendance has had an impact on progress for some children as they missed key learning from their class teacher and timetabled support.

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The new resources purchased within literacy and numeracy provided support to most children across the school, supporting them through practical learning experiences e.g. magnetic letters and concrete materials to support numeracy. We also purchased counting collection kits which have been used with whole classes. This has had a positive impact on the children's understanding around place value, multiplication and division.

Health and Wellbeing

Across the school we have seen children benefiting from our Health and Wellbeing Teacher who worked with groups and individuals one day a week this session. Children were supported with their emotions, behaviour and anxiety through activities such as Lego Therapy and baking. There has been an increase in attendance for the children receiving this support. The wellbeing web and individual assessment sheet enabled children to see the progress they have made, for example, reduced anxiety and better resilience. An increase in pupil confidence and engagement was seen by all children targeted.

Play experiences have been developed within the lower playground this session. Pupils are learning to play responsibly and self-assess for risks. Pupils in P1-3 have a range of play opportunities both indoors and outdoors.

Classes have all valued the opportunity to use the new outdoor and practical learning classroom, the Wyvis Room. All classes have increased their engagement in outdoor learning and practical experiences.

Experiences were provided by Drumfun and Aigas in term 4 to support Health and Wellbeing and increase engagement and achievement with children from ELC to P7. Sessions were enjoyed by the pupils. Staff and pupils found the Drumming event uplifting and positive experience for all. The Aigas sessions increased pupil interest in the outdoors with most children appearing happier in their outdoor environment and more confidently exploring it.

Almost all our families connected to seesaw in term 4, this is an increase from term 1 where most were connected. Parental engagement increased during progression week and school outings.

Wider achievements **Coileanaidhean nas fharsainghe**

Vision and Values

We are delighted with our new Vision and Values, which are recognised and celebrated from ELC to P7 and at home. Every week we enjoy celebrating our achievements. These are then displayed in school and shared within our school newsletter.

Our 10th Birthday

10 years of Ben Wyvis Primary School was celebrated across the school. The children decorated cakes and had bouncy castle and party to mark the occasion. We enjoyed gathering in the courtyard to sing Happy Birthday and cutting the cake.



Remembrance

This session we worked in collaboration with Morrisons Construction, community representatives and children to develop a new remembrance garden. We gathered for a whole school assembly and laid wreathes to mark Remembrance Day with Councillors, local ministers, Morrisons Construction and Highland Council representatives.



GROWING TOGETHER AND INSPIRING EACH OTHER. CARING, COURAGEOUS, CURIOUS AND CONNECTED.

Education Scotland—Wrap Around Care Project

We were delighted to have the opportunity to work with APiC, a company working in collaboration with the Scottish Government to create a children's charter about the future of wrap around care. We were the only school in the Highlands to have been selected. 25 pupils from P1-P7 worked with APiC on Monday 14th November sharing their ideas about what they felt should be included in wrap around/ holiday care. Our ideas will be combined with the ideas of 4 other schools in Scotland, creating a national manifesto which will be presented to Scottish Government. Our children were amazing and worked so hard. We are very proud of them all.

Whole School Events

Pupils in P1-7 performed "It is Christmas," to families and friends of Ben Wyvis Primary. We were pleased residents of the local care home could attend, as well as lunch club members. The children sang and performed with confidence and we were so proud of them all. We raised money for school funds through this event.

We were delighted to welcome our families and the community into school for a Bingo session in term 4. The P7s enjoyed assisting in the organisation of this event.

Working in Partnership

The Parent Council have been a terrific support organising many fundraising events and supporting learning experiences across the school.

The Parent Council funded buses to enable 270 children to attend the Pantomime at Eden Court. ELC children also enjoyed a performance from Arti.

Discos were well attended with the children enjoying Halloween and Friendship discos with their peers.

Term 4 welcomed a fabulous Fayre, lots of teamwork with school, families, community members, Highlife Highland. We received lovely feedback, recognising the community coming together. Approximately £5000 was raised by the Parent Council.

This session the Local Lunch Club has enjoyed using the Wyvis Room to gather fortnightly on a Friday. Connections have been made with the Lunch Club including them in the life and work of the school.



Sporting Events

Pupils from P5 to P7 represented Ben Wyvis Primary at Cross Country event competing against children from Ross-Shire schools. Congratulations to all who took part.

The Ben Wyvis Hockey Team participated in tournaments and festivals against local team, celebrating many 1sts in addition to fantastic teamwork and determination.

Congratulations to our P7 pupils on winning the Ross-Shire Schools Football Tournament.

Pupils in P5-7 participated in County Sports in term 4. As well as winning many medals the children collectively won the County Sports Shield.



MFR Cash for Kids Choir

A group of 10 P2-P7 children participated in the MFR Cash for Kids event at Inverness Cathedral. The children sang so well, Mrs Dalseme was delighted with the performance.



Extra-Curricular Activities

With the support of our parents/ carers we have been able to provide many extra-curricular activities. Lunchtime activities include: Mindfulness Mondays, Lego, Singing and Book Club. After school activities include: Football, Shinty and Hockey. Thank you to all of our volunteers and helpers.

Comments from learners, families, stakeholders and staff

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

Families: Parents/ carers identified improvements made towards Health and Wellbeing through a parental survey at Parents Night. They recognised the progress made towards supporting children's mental health and providing positive experiences for PE. The majority of families communicated that their child enjoyed school. Parents/ carers recognised that playground experiences could be developed further. ELC families who attended the PEEP sessions all left positive feedback about the sessions, valuing the impact and opportunity to engage with other parents/ carers.

Learning and Teaching, relationships, health and wellbeing and communication were identified by strengths by most of the parents to responded to our survey to parents/ carers in term 4. Parents/ carers recognised this could be further developed to enable parents to support their children at home through increased communication about their child's learning. Feedback was shared about how our building is alive and used well and recognised the need to extend this to the playground spaces.

Our Learners: Using HGIOURs our pupils have shared that they enjoy celebrating achievements through our vision and values leaves. They are happy that achievements in and out of school are celebrated using the leaves and the school wall displays. They like seeing their class work on the walls and would like to see more on display.

Staff: PSAs, EYPs and class teachers enjoyed developing their skills within numeracy, accessing concrete materials to support learning and teaching. The targeted interventions with the PEF teacher and PSA have had a positive impact. The teaching staff are really interested in developing the current tracking system in school.

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 | Satisfactory | 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 | Satisfactory | Satisfactory | Choose an item. |

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We enjoyed meeting with parents to discuss our Curriculum Rationale. We are looking forward to developing this to reflect where our school is and identifying our key drivers –

Health and Wellbeing
Learning and Teaching
Our Community

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

For session 2023-2024 our Key Priorities for Improvement Planning are:

Learning, Teaching and Assessment
Health and Wellbeing

We will also have an improvement priority dedicated to Early Learning and Childcare.

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 blog <https://benwyvisprimaryblog.wordpress.com/> or by contacting the school office