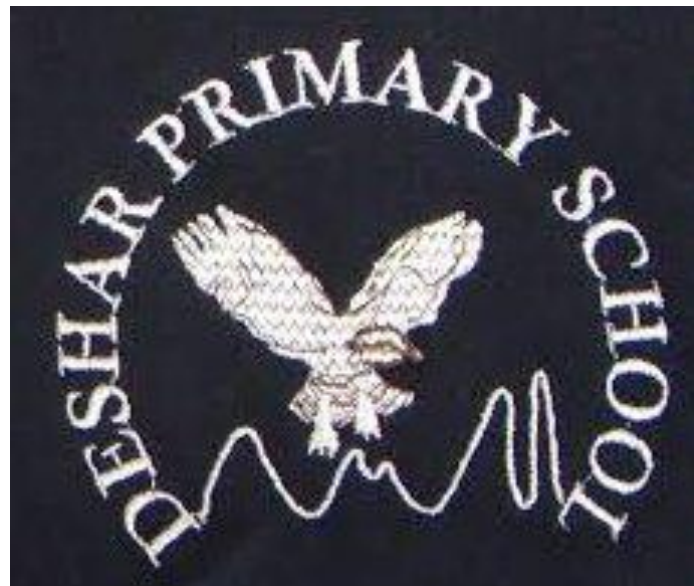


STANDART AND QUALITY REPORT AITHISG INBHEAN IS CAILEACHD

2023/2024



Deshar Primary School and ELC

HIGHLAND COUNCIL | DESHAR PRIMARY SCHOOL, BOAT OF
GARTEN, PH24 3BU

Introduction: Local and National Context

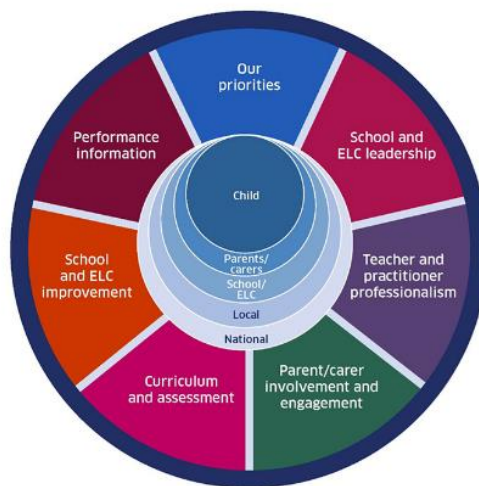
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

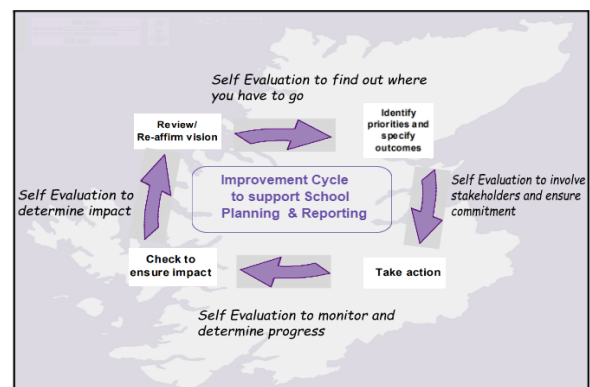
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Tavs Laurie
Head Teacher
Deshar 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

92.6%

Average Class Size

18.5

Meeting PE Target

Target Met

Pupil Numbers

37

Teacher Numbers

2

Pupil Teacher Ratio

18.5

Deshar Primary School is located in a rural setting serving the local community of Boat of Garten in Strathspey.

There are 37 children attending the school and 9 children in nursery, ranging from N3 - P7. P1 – 3 and P4 - 7 are taught in multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Deshar Primary School and Abernethy Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Majority of children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Deshar Primary School we have the following vision, values and aims.

Vision: Exploring and Learning Together

Values: Explore, Discover, Respect, Enjoy.

At Deshar Primary School we **aim:**

- To be a happy, safe, secure and nurturing school.
- To provide a broad, balanced, challenging and creative curriculum.
- To encourage collaborative learning and provide opportunities for discovery and exploration .
- To build relationships with parents and the wider community.
- To be welcoming and inclusive, respecting and celebrating differences.

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:

Differentiation within early level

Purpose:

The purpose was to Use of play pedagogy to support learning and development across early level. Use of personal care plan within ELC to support pupils needs. Approaches to provide more differentiated learning opportunities with early level

Progress:

- ✓ Planning formats in ELC setting are intentional and responsive - completed planning audit tool provided by EYESO
- ✓ Staff used the early level play pedagogy tool kit to enhance the play experience and outdoor learning.

Impact:

- ✓ Staff are more response to meeting the needs of the children.
- ✓ Planning is now in line with the audit tool.
- ✓ ELC is now in line with Education Scotland and Care Inspectorate standards.
- ✓ Staff feel more comfortable in delivering play-based learning activities
- ✓ Children are motivated and engaged in learning opportunities throughout the curriculum.
- ✓ Further outdoor activities have been established to further the children's learning.

- ✓ There is now differentiation within the early level using the 'Being Me' personal planning.
- ✓ The Words Up Early key messages are now embedded in the ELC and P1.
- ✓ The 'Being Me' better needs the needs of the individuals.
- ✓ Consistent approach to recording and planning for each child.
- ✓ Staff are skilled up in developing listening and talking skills within early level.
- ✓ The children are better supported in developing their language skills.

Next steps:

Review and engage with some of the theoretical perspectives that shape suggested best practice (Highland Psychological Services)

- Working memory
- Types of differentiation
- EASEYS for ASN

Differentiation in the early years

School Priority:

Leadership for all

Purpose:

The purpose was to establish a pupil voice to ensure child led approach and empowerment. Staff undertake roles to motivate, support and inspire others. Establish a rationale that reflects and involves our school community and increase knowledge of the Rights of the Child.

Progress:

- ✓ All stakeholders in the curriculum rationale
- ✓ Identified curricular pathways gaps

Pupil groups has re-established

Impact:

- ✓ All stakeholders have agreed what should be in the curriculum rationale.
- ✓ A stronger sense of identity for all stakeholders.
- ✓ Pupils voice in designing the rationale was heard and adhered to.
- ✓ A clear idea of what needs to be developed further.
- ✓ Staff in agreement on common pathways and frameworks to be followed.
- ✓ Identified as main focus for next year's school improvement plan.
- ✓ Pupils have increased their voice within matters that affects them.
- ✓ The result of re-established pupil group was for example, extra art lessons, establishment of rights of the month and fundraising in relation to more play equipment.

Next steps:

Continue to encourage staff to take on leadership roles within the school.

Launch new rationale.

Develop curricular pathways and identify curricular frameworks to plan from.

School Priority:

Attainment in numeracy

Purpose:

The purpose was to raise attainment for all learners in numeracy and identify attainment gaps.

Progress:

- ✓ Attainment for numeracy has been compared to data from pre-COVID
- ✓ The benchmarks have been used to moderate achievement of levels
- ✓ Moderation visits in classrooms to monitor the teaching, learning and assessment of numeracy.
- ✓ Efficient and easy to use tracking systems that collect and displays data effectively has been introduced.

Impact:

- ✓ Staff identified gaps within numeracy
- ✓ Additional support for learners to close the attainment gap.
- ✓ Increased numeracy time within the classes' weekly timetable.
- ✓ Staff are more confident around the achievement of a level.
- ✓ Staff are able to successfully use the benchmarks for moderation.
- ✓ Staff have a greater understanding of achievement of a level and what a quality numeracy lesson looks like.
- ✓ Staff have been able to pick up good classroom practises.
- ✓ Transition from class to class has become smoother and teachers have a much better understanding of where the children are in their learning.
- ✓ It has become easier to identify gaps in learning and plan accordingly.

Next steps:

Work in collaboration across ASG to raise profile of numeracy as a priority.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PSA time was diverted to cover significant ASN needs in other parts of the school, but input was still put in place where possible. This still resulted in daily inputs, just not the same intensity as intended.

The use of the playroom has allowed pupils to expand their learning experiences, both through additional inputs from both class teachers and PSAs, but also through play.

The daily input regarding turn taking and listening and talking has had a positive impact on the targeted children.

The daily input from PSA using the ORT to consolidate the learning has been conducive to the progress. Nussy reading and follow up activities offered challenge and kept pupils engaged in reading. The Phonic Books offered consolidation at appropriate levels. The books provided a high interest level for struggling readers and kept children motivated.

Weekly input from PSA has been beneficial but, targeted children has partly achieved the set target for writing. The spelling games has increased the enthusiasm, but we are still waiting to see the full attainment impact of this.

Writing continues to be a focus for the school.

The independent use of Sumdog for the targeted Primary 2 and 3 children has added both joy and learning that has enhanced the learning for the targeted children. Regular PSA inputs has also contributed to raise the attainment for the targeted children.

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Bikeability training has been carried out. A huge thank you to our volunteers who have led this activity.
- ✓ One pupil got 3rd in a national gymnastic competition
- ✓ One pupil got 1st in the Cairngorm Ski Club race
- ✓ A number of pupils learned to ski
- ✓ Our P4-7 class had their poems published
- ✓ One pupil managed to qualify to the Highland Schools Swimming Championship

Comments from learners, families, stakeholders and staff

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

Throughout the year we have had numerous different surveys out to staff, pupils, parents/carers and the wider community. Here is a very brief overview of some of the items that was raised;

Children:

When asked what they like about our school the following words were the most used;

'Learning, playground, friends, the teachers, Chromebooks, equipment, the surroundings, lunch and that everyone has a say.'

When asked what they don't like the following words were being used;

'Learning, Noise level in the canteen, length of school day, uniform, too short a break, cleanliness of toilets.'

Staff:

In November we carried out a staff survey to establish how staff felt within the school. When asked if staff felt respected by other adults within the school, 41.7% strongly agreed and 58.3 % agreed. However, comments such as *'It's important for colleagues to be polite and courteous to all staff at all times in order for there to be respect and good team spirit.'*, were also made.

Parents & community:

During this school year parents have also engaged in various different surveys. One of our surveys was aimed to get a better understanding of the expectations of homework and what structure we, as a school, should follow. The result of the survey was very mixed. Here are some of the different comments;

'We feel our child does enough work at school, and would not respond well to enforced learning outside of school, she is so tired by the end of the day that more work (or even enforced play activities) would be too much'

'I see the benefits of homework, just not sure how to fit it into busy family life while children are still so young and feel it's more beneficial to connect with them through play at this stage. I take any opportunities that arise to cement the learning from school.'

'It's really important to learn self-motivation and how to work at home in preparation for further education.'

The general result of the entire survey was very mixed with; 22.7 % expressed a desire for homework to be continued, 45 % were unsure as to whether homework should continue or not and 32 % expressed a desire for homework not to continue.

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

Curriculum – Next session Deshar Primary School will be focussing on creating clear curricular pathways. This will involve investigating the current frameworks for the different areas of the curriculum and identify and establish what direction Deshar Primary School will take.

Writing – During next session Deshar Primary School's staff will undergo the Talk for Writing training. This will enable the entire school to develop and agree on a common approach to writing across the school. It will also be done in an attempt to raise attainment within writing.

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://desharprimary.com/> or by contacting the school office