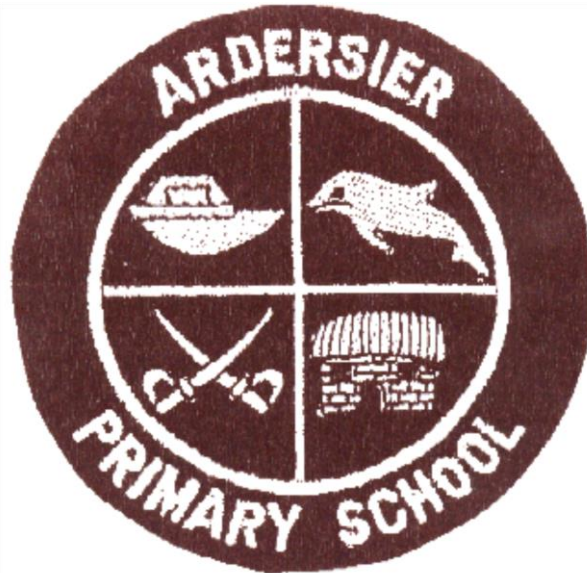


2022/23



## ARDERSIER PRIMARY SCHOOL

HIGHLAND COUNCIL  
CAMERON DRIVE  
ARDERSIER  
IV2 7SW



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# Introduction: Local and National Context

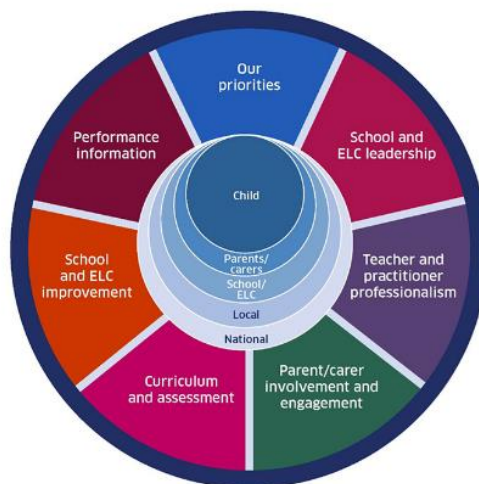
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%



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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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Karen MacMaster  
Head Teacher  
Ardersier Primary



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## 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.

<b>Attendance</b> 94%	<b>Average Class Size</b> 21.8	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers</b> 109	<b>Teacher Numbers</b> 7	<b>Pupil Teacher Ratio</b> 16.3
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<b>N3</b> 42%	<b>N4</b> 58%	<b>P1</b> 11%	<b>P2</b> 15%	<b>P3</b> 12%	<b>P4</b> 18%	<b>P5</b> 15%	<b>P6</b> 17%	<b>P7</b> 13%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 60-70%	<b>SIMD Q3</b> 0-10%	<b>SIMD Q4</b> 30-40%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 30-40%	<b>No ASN</b> 60-70%	<b>FSM<sup>3</sup></b> 70-80%	<b>No FSM</b> 20-30%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+0%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Less than half	Majority	Majority	Less than half

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

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

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

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

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



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# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

Our Vision, Values and Aims, chosen and agreed by pupils, parents and staff.

### Aims

Our aim is for the children of Ardersier Primary to feel Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included as a member of the school and wider community.

### Values

caring, supportive, confident

### Vision

In Ardersier Primary we persevere to be hard working, resilient and brave. We are loving, confident and value everyone with respect, helping us to be happy, honest and enthusiastic. #TeamArdersier



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## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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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:

## Parental Engagement

### Purpose:

To increase parental engagement across the school to ensure involvement in their child's learning.

### Progress:

- ✓ We have conducted surveys with parents around communication this session and have used this to inform our practice.
- ✓ We have continued to develop opportunities for Parental engagement at events
- ✓ We have planned interventions as part of our Pupil Equity Funding to work on closing the attainment gap. These focused on creating nurture groups and increasing attainment in writing.
- ✓ Self evaluation comments linked to current practice in parental engagement
- ✓ We have had more opportunities to seek out and respond to Parent and pupil voice

### Impact:

- ✓ Comments from parental surveys  
Between 84- 93% felt communication, working together and being responsive to parental views was very good  
Between 77- 92% felt their child's experience in Ardersier Primary was positive
- ✓ Comments from pupils  
Pupil Council surveyed regarding their views on parental engagement across the school. Comments were positive including 'fun', 'sharing learning and teaching', 'helps with learning', 'liked the challenges'  
Pupils suggested events to be considered in next school session.
- ✓ Attendance at events – sign in sheets highlighted almost all parents (approximately 95%) attended Open Afternoon, Coffee Mornings, and other parental events in the year
- ✓ Parent council/events – this area has declined in membership but there has been verbal interest to ensure future development
- ✓ Parent group/workshops – verbal interest although actual attendance minimal
- ✓ Parent helpers – small group available to call on when needed
- ✓ Class assemblies/pupil assemblies – more than 90% attendance
- ✓ Evaluation/Impact of PEF plan has shown that the majority of children have met the targets of the planned interventions.
- ✓ Satisfactory progress was made in this area which now requires to be continued to ensure it is embedded



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**Next steps:**

- Self evaluation to include parental voice
- Continue to use Google classroom and profiles
- Digital Leaders to support with profiles
- Open afternoons with a focus on how to support children's learning at home
- Community events – sports day/picnics/grounds day
- Opening and use of outdoor learning classroom
- Develop further the pilot parent group
- Learning videos to support parental knowledge of curriculum
- Parent Helpers – identified and planned for throughout the session including a group who have PVG

**School Priority:****Raising Attainment and Achievement – Improving Writing****Purpose:**

Continued development of writing curriculum across the ELC and school

**Progress:**

- All staff attended a whole school staff training – online and in person
- Throughout the session we have undertaken peer observations and feedback
- Whole school display has ensured a focus on writing with successes celebrated throughout the school
- Termly moderation using writing rubric has helped to develop professional dialogue around the benchmarks for Achievement of a level.
- SLT attended 2 Q+A sessions on the new writing approach.
- Throughout session 22-23 Pupil Voice was sought as a way of self-evaluating how they felt the new writing approach was going.

**Impact:**

- ✓ In the majority of classes children have been more engaged in writing
- ✓ Increase in writing attainment across the whole school, evidenced in ACEL and NSA data
- ✓ ACEL and NSA data shows increased for majority of children in writing in P1,4 +7 with increased confidence across all children in terms of engagement.
- ✓ We are beginning to develop a greater consistency in planning for Writing with this approach.
- ✓ Almost all staff have reported having an increased confidence in pedagogy
- ✓ Increased confidence in children of what is required to be successful in a piece of writing
- ✓ Pupil voice highlighted strengths in story writing, use of description bubbles, planning and use of technology
- ✓ Pupils highlighted the need to improve handwriting and practical ideas to help with their writing
- ✓ Satisfactory progress was made in this area, which will be further developed in session 2023/34 to ensure progress increases

**Next steps:**

- Consistency in use of planning across the school
- Development of writing curriculum rationale across the school
- As part of induction process new staff are kept up to date of writing approaches



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- Observations – peer/senior leadership team - to further develop practice and ensure consistency of approach

School Priority:

## Consistent approach across Culloden ASG: Assessment and Moderation Strategies in Learning, Teaching and Assessment

### Purpose:

Due to circumstance outwith ASG control, an attainment Depute was not appointed. School took ownership of school based moderation development.

### Progress:

- ✓ Due to circumstance ASG Attainment Depute was not appointed which altered the plan
- ✓ School based moderation led by QAMSO (Quality Assessment Moderation Support Officer)
- ✓ Authority/Education Scotland led training and information sessions for Head Teachers

### Impact:

- ✓ Increased use of benchmarks across the school leading to greater consistency in numeracy and literacy teacher judgement
- ✓ Attainment meetings planned using a consistent approach, leading to greater focus on data analysis
- ✓ High Quality Assessments planned, 1 each term, shared with parent on Digital Pupil Profile with opportunity for parental feedback
- ✓ Authority has 3 data submission points throughout the year. This has enabled us to more effectively track improvement in attainment.
- ✓ Satisfactory progress was made in this area

### Next steps:

- New QAMSO identified for next session to ensure this work is ongoing
- Streamlining of approaches to gathering and displaying evidence
- Sharing good practice across the school

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

Boxall Profiles were not used due to significant staff absences throughout the school session. Children who were identified as needing support, due to self-exclusion from class were the focus and prioritised as individuals who participated in the creation of 2 nurture groups. In addition, the individuals also received 1-1 time with the CSW/teacher working on developing and identifying their own knowledge and understanding of emotional language, and the impact of trauma on their own behaviour.

Children have been using different media to identify their own needs, based on the 6 nurture principles



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which highlight their need for safety and a relational approach to their support. All the children involved have increased trust in school staff, and are better able to verbalise their needs before, during and after periods of distress. School is seen as a safe and supportive place. All the children are in their class for sustained periods of time and attend the nurture room on a timetabled basis. When they do need to leave the class they access identified spaces, and let an adult know where they are. Parents are kept informed and relationships have been established which support the work with the children. One parent consistently supported their child and participated in leading an event organised by the nurture room children and staff. Leuven Scale Wellbeing highlights that the majority of children score low, with engagement as high. Wellbeing Wheel. Where a child scored high it was due to home or comments relating to managing their own behaviour. Where the score was low it was related to feelings around their own behaviour and the skills they have to manage it. Internal Form 1 strategies highlight and evidence development in individual plans. The majority of children have increased attainment which is evident in ACEL and SNSA data.

## Wider achievements Coileanaidhean nas fharsainghe



Children sharing information around wider achievements throughout the school year in a variety of ways. These are celebrated in class and as a whole school.

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



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Comments have been gathered via Pupil Council, learning conversations with teachers and informal chats with staff during classroom, break and lunchtime experiences.



Comments have been shared at parental engagement events, via email, on school Facebook and Twitter pages and Google classroom.

## 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
<b>QI 1.3</b> Leadership of change	Good	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Very good	Satisfactory



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**QI 3.1**

Wellbeing, equality and inclusion

Good

Satisfactory

**QI 3.2**

Raising attainment and achievement/Securing children's progress

Very good

Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We need to build a consistent staff team as we have had a long period of staff changes.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

- Curriculum Rationale – What our Curriculum at Ardersier Primary looks like.
- Play Pedagogy across the School
- ELC Outdoor Learning

## 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 [Ardersier Primary SIP 2023-24. .pdf](#) or by contacting the school office



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