

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



RAIGMORE PRIMARY SCHOOL & ELC

HIGHLAND COUNCIL | KING DUNCAN'S ROAD, INVERNESS IV2 3UG

Introduction: Local and National Context

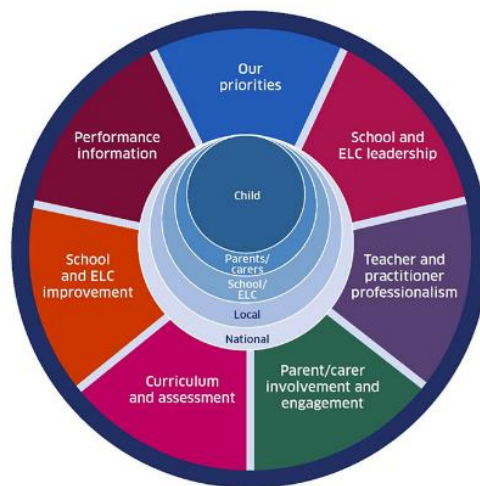
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Autumn Macaulay
Head Teacher
Raigmore Primary School & ELC

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 91.6%	Average Class Size 22.3	Meeting PE Target Target Met
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Pupil Numbers 178	Teacher Numbers 12	Pupil Teacher Ratio 15.2
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N3 XX%	N4 XX%	P1 14%	P2 12.9%	P3 20.8%	P4 15.7%	P5 12.9%	P6 11.2%	P7 12.4%
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SIMD Q1¹ 20-30%	SIMD Q2 20-30%	SIMD Q3 40-50%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 10-20%	No EAL 80-90%
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2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Less than half	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.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our school Vision, Values and Aims are designed to support and provide opportunities for all our children to develop the 4 capacities:

- SUCCESSFUL LEARNER
- RESPONSIBLE CITIZEN
- CONFIDENT INDIVIDUAL
- EFFECTIVE CONTRIBUTOR

Our Vision, Values and Aims were written in consultation with children, staff and parents/carers. They were launched in 2019 and underpin everything we do at Raigmore Primary School.

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

VISION

Together we support, nurture and inspire all of our children to be their best; now and in the future!

VALUES

Ready • Respectful • Safe • Honest • Kind

AIMS

- Warmly welcome everyone.
- Provide a happy, safe and inclusive environment.
- Promote positive relationships where every child and adult is listened to.
- Value and respect each other, our school community and our wider world.
- Feel proud to be part of the Raigmore team where learning is fun and creativity is encouraged.
- Share the responsibility with our whole school community to nurture our children towards healthy life choices and positive destinations.
- Support all children and adults to shine by setting high expectations and by creating a culture of lifelong learning, providing quality learning and leadership opportunities.
- Provide a rich, experiential curriculum that is unique to our school community.
- Work hard to overcome barriers and understand the importance of resilience and learning from mistakes.
- Encourage clear and honest communication.
- Recognise and celebrate achievements.
- Care for ourselves and each other – spreading love, joy and kindness throughout!



READY | RESPECTFUL | SAFE | HONEST | KIND

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: 1

Analysis of tracking data to inform Assessment and Moderation of Achievement across Millburn ASG

Purpose:

To achieve better consistency across Millburn ASG primaries in terms of assessment, tracking and moderating of literacy, numeracy and health & wellbeing. Using a common tracking platform for gathering data and dashboard analysis, teachers will identify areas of good practice and areas for development and will be able to input their assessment data at the same time of year enabling moderation to be carried out across the ASG.

Progress:

- ✓ Common tracking dashboard created for all ASG primaries put in place and being used effectively by most staff.
- ✓ Effective tracking in place to identify those who require additional support/challenge.
- ✓ Process for assessment and tracking is manageable and timely.
- ✓ Moderation of data highlighted strengths and weaknesses across school and ASG.
- ✓ Standardised assessments (NSA, GL) data has been added and tracked across P1-7

Impact:

- ✓ All staff are confident to input ACEL data into the TMR.
- ✓ Most staff are using the TMR data to inform next steps in their learning and teaching plans.
- ✓ Individual pupils who require support/challenge are being identified and supported.
- ✓ ASG have a consistent approach and timetable for assessments which has allowed staff to discuss and moderate data across the cluster.
- ✓ Most teachers have a better understanding of how to use data effectively to enhance the attainment of the pupils.

Next steps:

- Continue to use the TMR to track and assess pupil progress across the stages.
- Ensure a consistent and more effective approach to the delivery of NSA and SOFA assessments so staff value and use more rigorously the data from these assessments.
- Allow time to be set aside for teaching staff to analyse the data from NSA, SOFA and other assessments during collegiate sessions.
- Continue to monitor the accuracy of the information which is pulled onto the TMR from SEEMIS.

Literacy: Persistent Literacy Difficulties

Purpose:

We will raise attainment in overall literacy and achievement for all, especially for those children from disadvantaged circumstance.

Progress:

- ✓ Progress towards NIF Priority – Improvement in Attainment, Particularly in Literacy - is evident.
- ✓ All teaching staff attended training with PT on Wraparound handwriting, Introduction to Highland 3 Wave Model of Intervention (focussing on waves 1 and 2).
- ✓ ELC staff attended training on Emerging Literacy – Objects of reference and intensive interactions.
- ✓ ELC planning has had a focus on Emerging Literacy.
- ✓ PSAs attended training on using resources for interventions.

Impact:

- ✓ Consistent approach to handwriting is now more evident across the school. From P1-P7.
- ✓ An established approach to writing across the school. Foundations of Writing/Talk for Writing from P1-P7.
- ✓ Increased knowledge of the link between handwriting fluency and writing stamina.
- ✓ A clear understanding of where we are in Literacy and where we want to go.
- ✓ Increased confidence in submitting ACEL judgements in relation to writing.
- ✓ Children have a clearer understanding of the process of their writing and what they are trying to achieve. They are starting to see the links between their writing and other areas of literacy.
- ✓ Evidence of increased writing stamina across the school.
- ✓ Emails from SALT commending the work of the EYPs and their use of their intensive interactions.
- ✓ Staff are on board with the approaches in Literacy and there is an increased confidence in delivery.
- ✓ Attainment is evident in spelling.
- ✓ Very good progress was made in this area.

Next steps:

- Continue to follow the Wraparound Handwriting, Spelling and Talk for Writing to embed across the school.
- Encourage stage planning/observations/moderation as a supportive approach.
- Children can share their approach to literacy learning with their families.
- Pupil Council observations and jotter sampling of Literacy.
- Buddies to support interventions to benefit all parties involved.
- Encourage the use of the resources for interventions – especially with PSAs.
- Intensive interaction training for early level class teachers and PSAs to support the transition of children from the ELC.
- Continue to focus on Words Up in the ELC, particularly with new members of staff.
- Introduce Wave 3 – through twilight sessions with LDO.
- Continue to use the writing rubrics and benchmarks to support achievement of a level.
- Plan for achievable and sustainable moderation within the ASG.

School Priority: 3

ASN – Targeted Support, Wellbeing & Inclusion

Purpose:

To achieve better use of resources and targeted support for our children with Additional Support Needs (ASN). An assigned Class Teacher will create a 'Inclusive Nurturing Space' in consultation with the pupils, parents/carers, CTs, ASNT and PSAs to provide an environment where pupils can build on their social and emotional skills and enable them to develop the skills needed to be fully included in the classroom as identified in the Child's Plans.

Progress:

- ✓ Progress towards NIF drivers and local priorities, particularly raising attainment and achievements for the target group.
- ✓ Clearer idea of individual need, barriers to learning and understanding of appropriate interventions.
- ✓ Providing 1-1 support and targeted group support for children who were struggling to build positive relationships.

Impact:

- ✓ Targeted group saw an improvement in relationships, and most were integrated back into class by Easter.
- ✓ Clear support plans have been put in place and updated. All parties are involved in the creation of these.
- ✓ Regular meetings between staff, staff/parents and other agencies have ensured clear communication for the children accessing the small setting.

- ✓ Zones of Regulation introduced and used with all children in the target group.
- ✓ Zones of Regulation introduced into all classes from P1 – P7.
- ✓ Referral system created.
- ✓ UNCRC introduced to the children through the P7 steering group and a 'Right of the Month' approach at assemblies with follow up tasks.
- ✓ Consistent approach and shared language across the school, through the Zones of Regulation, to support self-regulation.
- ✓ Referral system ensured clear communication and identification of needs and progress made.
- ✓ Targeted support for groups with specific gaps in Literacy and Numeracy ensured progress made in these areas.
- ✓ Targeted support was improved with varied support methods by PSAs – outdoor learning/ library.
- ✓ Children are more aware of the Rights of the Child, and we have been awarded the Bronze Award this session.

Next steps:

- Continued use of Zones of Regulation throughout the school and ELC – increased involvement and understanding of this for families.
- Continued targeted support for children with identified gaps in Literacy and Numeracy from the beginning of session.
- Interventions to be varied and PSAs further upskilled to support with different methods of learning depending on their strengths and interests.
- Clear and consistent approaches to supporting ASN children in place with regular consultation between ASNT and CT, this would involve meeting to go through the Action Points on any Child Plans and strategies and support measures that need to be in place.
- Regular consultation time for CT and PSA to ensure specific gaps are targeted right from the beginning of the session.
- Support Plans to be updated early in the session to ensure measures are in place and there is a clear understanding of needs.
- Regular ASN meetings to discuss children on Child's Plans and the support in place.
- Group sessions set up in ELC with involvement from Health and SALT to support our families.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact/Progress summary
ASN Support	<p>83% of the children in target group received direct support from the ASNT or Small Setting.</p> <p><u>May 2023</u> P1 – 3/3 P2 – 3/3 P3 – 2/4 P4 – 4/5 P5 – 2/3 P6 – 2/2 P7 – 3/3</p>	<p>Targeted group were all referred in to either the Small Setting or to the ASNT base. Children were provided with Soft Starts, including a Zones of Regulation emotional check-in and with targeted Literacy and Numeracy support. There was steady progress with most of the target group throughout the first three terms. However, this was hindered slightly because of the complex needs and behaviours of a child who needed intensive 1:1 support. After Easter, the majority of the target group transitioned back into their classes. They were supported within their classrooms for curricular areas. All class teachers built the Zones of Regulation check-in into their daily classroom practice and the DHT liaised with the PEF class teacher and ASNT to ensure full coverage of support throughout the 8 classes, including the target group.</p> <p>The PEF class teacher had to return to class after Easter. However, the PSAs who supported in the Small Setting from the beginning of the session were able to lead on the continued support available to the target group both in the Small Setting and in the classrooms – supporting transition between the two.</p>
Numeracy Assessments	<p>78% of the children in target group have moved up at least one CfE level in Numeracy – e.g., from F* to F**</p> <p><u>May 2023</u> P1 – 1/3 P2 – 2/3 P3 – 2/4 P4 – 5/5 P5 – 3/3 P6 – 2/2 P7 – 3/3</p>	<p>Diagnostic assessments were carried out with the target group and areas where there were gaps were targeted.</p> <p>The children were supported in small groups and as individuals where necessary/possible with approaches tailored to their needs and their interests – concrete materials, outdoor learning, practical activities, simplified instructions etc. There was positive progress made with the majority of the target group moving up a level e.g., from F* to F**.</p> <p>78% of the group moved up a level in numeracy over the session.</p>
Literacy Assessments	<p><u>Phonological Awareness</u> P1 – 1/3 P2 – 3/3 P3 – 1/4 P4 – 4/5</p> <p><u>Blackwell Spelling</u> P4 – 4/5 P5 – 1/3 P6 – 2/2 P7 – 1/3</p> <p><u>Salford Reading</u> P4 – 4/5 P5 – 2/3 P6 – 2/2 P7 – 2/3</p>	<p><u>Phonological Awareness</u> Phonological Awareness Assessments were carried out for the P1-P3 target group. Progress was made by all in the target group with 60% of group achieving all targets.</p> <p><u>Blackwell Spelling</u> There was progress made by all in the target group with 61.5% of the group increasing their spelling age by 1 year or more.</p> <p><u>Salford Reading</u> There was progress made by all in the target group with 77% of the group increasing their reading age by 1 year or more.</p>
Passports	<p>Only 3 children out of the target group did not transition full time back into the classroom. However, they are continuing to make progress towards this.</p>	<p>Passports were completed for most of the target children who attended our Small Setting. This group had individual targets to work on and did so during their time in the Small Setting. Progress was evidenced through photos, completed work and pupil comments as time went on. For the last term, the children were supported in class.</p>

PASS Assessments	GL PASS Referrals made to: <ul style="list-style-type: none"> Nurture Small Setting Children's Support Worker 	All the targeted group were able to carry out the PASS assessment and data was analysed, and information used to support the group emotionally and socially in the aspects that were needed.
Zones of Regulation	100% of the target group engaged with the Zones of Regulation. The whole school has now adopted the Zones of Regulation which is supporting a shared language to help co and self-regulation across the school.	All children in the targeted group were introduced to the Zones of Regulation within the Small Setting, using the visuals, colours and shared language to support them to identify and label their feelings and to then identify strategies to support them depending on what 'zone' they were in. Zones of Regulation were introduced to all classes to support the transition back into class and to create a shared language across the whole school when talking about feelings and follow up strategies.

Wider achievements

Coileanaidhean nas fharsainghe

- All P4s and P5s received their John Muir DISCOVERY Award
- All P6s and P7s received their John Muir EXPLORER Award
- Raigmore Primary are now recognised as John Muir Award Providers
- We achieved our Rights Respecting Schools Bronze Award
- We achieved our Sports Scotland, School Sports Bronze Award
- Our Ukulele Band 'The Raigmore Rockers' were awarded a Certificate of Merit in the Inverness Music Festival
- P6 & P7 participated in a Millburn Academy Cross-Country event.
- We held our first Summer Fayre since before COVID.
- Our PT successfully completed the 'Into Headship' qualification and went on to receive a DHT appointment.

Comments from learners, families, stakeholders and staff

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

Some comments from Parent Group:

What is working well...

'Diversity & Inclusion is wonderful'

'Emotional awareness is daily and very useful.'

'Library and reading buddies.'

'Peer mentoring amongst the pupils mutually benefits all.'

Next steps...

'Developing music skills.'

'Games painted on the playground.'

'World of Work Week for developing skills.'

'Mini business – tuck shop, snack shack.'

Some comments from 'The Raigy Council' Pupil Group:

What is working well...

'Basketball and shinty club.'

'Toast trays.'

'Friendly staff.'

'Celebration Assemblies.'

Next steps...

'Teddy box – give them out to the class. The class could tell them their worries. You can actually talk to the teddy.'

'A sensory wall or box of materials available in the class.'

'Tutoring – older pupils supporting younger ones with homework activities.'

'Class pets!'

How Good is OUR School? – Feedback from ‘The Raigy Council’ Pupil Group

Theme 1: Our Relationships – Next steps:

- Our Learning helps us to consider how to build positive relationships and to discuss our feelings and emotions.
- Staff and pupils set high expectations for behaviour in our school. Everyone shows respect to each other.

Theme 2: Our Learning and Teaching – Next steps:

- We are actively involved in planning and how we learn.
- During lessons... everyone behaves well.
- Learning is... enjoyable

Theme 3: Our School and Community – Next steps:

- We are kept up to date with changes planned for our school building, facilities and grounds and we get regular feedback on our suggestions and ideas.
- We are confident that everyone who works in our school knows how to keep us safe.
- We are good at taking responsibility and keeping ourselves safe as well as looking out for others. This includes how to keep ourselves safe as well as looking out for others This includes how to keep ourselves safe when using digital technology.
- Everyone works together to maintain high standards (...of keeping the school clean).
- We feel safe in the school buildings and grounds.

Theme 4: Our Health and Wellbeing – Next steps:

- Our learning is helping us to develop skills to meet challenges and manage change. We are learning how to cope when we have a difficult time and understand that with the right support it may be possible to move on and be happier in the future.
- Everyone in our school knows and understands the wellbeing wheel. We use it to assess how we are getting on with our own wellbeing.
- Our school helps us to understand how what we eat, how active we are and how decisions about our behaviour and relationships affect our bodies and the way we think and feel about ourselves.

Theme 5: Our Successes & Achievements – Next steps:

- Everyone in our school can take part in a group, club, team or activity beyond normal class time if they want to.
- Everyone in our school has opportunities to be able to develop a variety of different interest, talents and learn new skills.
- At all stages of school, we have good opportunities to take responsibility through organising and leading activities. We can talk confidently about the skills we are gaining as a result of leading and organising aspects of school life.

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

Priority 1: **Enhancing Teaching and learning across the curriculum**

Priority 2: **Developing Learner Participation Across the School**

Priority 3: **Interdisciplinary 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 through our Google Classrooms or by contacting the school office.

A new and updated school website will soon be available and links to our Standards & Quality Report and School Improvement Plan will be available there.

Raising attainment and achievement going forward

Our ACEL data: We are currently at less than 50% achieving a level in literacy and numeracy at the end of this session. However, when breaking down the literacy data into reading, writing and listening and talking we are seeing improvements post COVID. In Numeracy, we are still building on improvements post COVID too.

ACEL DATA	2023	2022	2021	2020	2019	2018
P1 P4 P7 Literacy	36	38	18	-	20	15
P1 P4 P7 Numeracy	36	44	24	-	48	28

Our plan for next session takes this carefully into consideration and the priorities we will be focusing on will have the raising attainment and achievement of all our learners at the forefront.

Priority 1: To raise attainment and achievement for our learners at Raigmore by improving outcomes through enhanced teaching and learning across the curriculum.

Priority 2: To raise attainment and achievement for our learners at Raigmore by improving outcomes through the development of learner participation across the school.

Priority 3: To raise attainment and achievement for our learners at Raigmore by improving outcomes through the development of Interdisciplinary Learning across the school.