

THE STANDARDS and QUALITY REPORT 2022/2023



CENTRAL SCHOOL
HIGHLAND COUNCIL | KENNETH ST, INVERNESS

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.

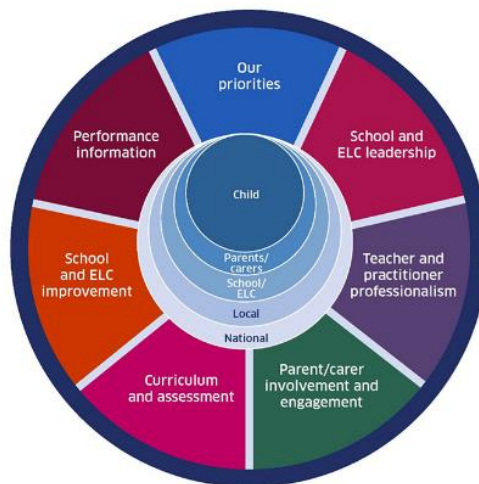
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This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

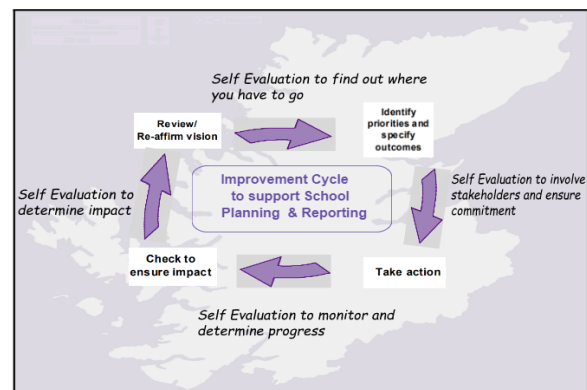
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Mrs A Fraser
Head Teacher
Central School

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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.

All primary schools to include

Attendance 92.2%	Average Class Size 25.4	Meeting PE Target Target Met
Pupil Numbers 182+ 45	Teacher Numbers 12	Pupil Teacher Ratio 15.08

For schools with a roll exceeding 50

N3 67%	N4 33%	P1 15%	P2 10%	P3 15%	P4 13%	P5 13%	P6 12%	P7 23%
SIMD Q1¹ 39.78%	SIMD Q2 43.09%	SIMD Q3 2.21%	SIMD Q4 9.94%	SIMD Q5 3.31%	Unknown 1.66 %			
ASN² 73%	No ASN 27%	FSM³ 25%	No FSM 75%	EAL⁴ 48%	No EAL 52%			

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

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.

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

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision is for all to love coming to school, aspire to be leaders of their own learning and leave feeling accomplished. (In short, Skipping in and Skipping out).

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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:

Learning, Teaching and Assessment

Purpose:

Understanding and improving moderation strategies in Learning, Teaching and Assessment.

Progress:

- ✓ Assessment calendar reviewed with regular evaluation throughout the session to track with attainment/achievement
- ✓ Senior leaders and teaching staff have termly attainment meetings to review progress of all children.
- ✓ Almost all staff report that they have a shared understanding of using Floor book to record child-led learning.

Impact:

- ✓ Early Years Developmental Overviews data collected across both rooms to give an overview of children's development
- ✓ Gaps are identified, next steps agreed, and interventions prioritised.
- ✓ The children's voice is evident throughout the Floor-book with their spoken words, drawings, early writing and photographs of learning.

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- ✓ Almost all ELC staff deepened their understanding of effective criteria for written observations
- ✓ Almost all staff used benchmarks document to record progress
- ✓ SNSA assessments were completed in P7, P4, P1. Results were used to identify gaps and inform future teaching. Data is continually analysed to ensure progression and to raise attainment.
- ✓ Most ASG teaching staff attended all or the majority of collegiate sessions.
- ✓ Almost all staff report they have a shared understanding of effective assessment and moderation.
- ✓ Almost all staff report the tracking and monitoring process leads to improved outcomes for learners.
- ✓ Few staff reported that the process has made assessment and reporting less manageable.
- ✓ The nursery staff are beginning to write high quality observations in children's profiles based on key learning which evidence progress.
- ✓ Almost all staff felt more confident identifying progress in learning using the benchmarks document
- ✓ All teaching staff commented they feel confident in judging ACEL levels. Teachers use a range of information to judge ACEL levels – formal assessments, daily class and work observations, written and oral communication
- ✓ Across the ASG each school aimed to produce one HQAT per term. High-quality assessments provide reliable and valid data to inform all users and stakeholders, including teachers and parents, about how well children have learned and support learning conversations about next steps in learning.
- ✓ Through self-evaluation, ASG teaching staff recognised a lack of confidence and consistency in teacher professional judgement, this led to shared improvement plan supported by CLO. In year one of this project, we have made good progress resulting in improving staff confidence and consistency.
- ✓ Analysis of data by teaching staff using robust tracking and monitoring means that staff can plan next step in learning, closing identified gaps in children's learning.
- ✓ Shared understanding of effective assessment and moderation has led to a consistency of expectations supporting professional judgement across our ASG. to support this most staff use a quality body of evidence to support assessment judgements and decisions about next steps.

Next steps:

- ✓ Enhance leadership at all levels by working with our CLO to support ASG QUAMSO
- ✓ Further developing staff capacity in providing secure professional judgment in using benchmarks by working across our ASG ~ 3 x CAT sessions
- ✓ Continue to develop children's skills to lead their own learning profiles more fully and be more child led.
- ✓ Continue to develop learning and teaching practices across the school.
- ✓ Continue to develop classroom environments to support learning

School Priority:

Expressive Arts

Purpose:

Implementing progression of skills within Expressive Arts

Progress:

- ✓ Almost all staff took part in auditing current practice in expressive arts

Impact:

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- ✓ All staff have implemented the Highland Council expressive arts planning overview
- ✓ Almost all staff had opportunity to explore Art and Design progression framework skills
- ✓ Almost all staff have increased their knowledge of Expressive Art Benchmarks
- ✓ All school aged children had an opportunity to work with Eden Court.
- ✓ Our audit highlighted gaps in up-to-date resources. New resources to support teaching expressive arts have been purchased.
- ✓ Most staff feel more confident planning for expressive arts.
- ✓ Almost all staff identified areas for improvement in ensuring progression of skills becomes consistent across the school.
- ✓ Most staff felt drama effectively supported relationships between pupils and improved communication skills.
- ✓ Almost all children enjoyed sessions with Eden Court

Next steps:

- ✓ Deepened knowledge and understanding of progression within expressive arts
- ✓ Observation of modelled lessons in expressive arts Continued use of Meta skills in planning for learning in Expressive Arts
- ✓ Continued partnership with Eden Court to support Expressive Arts.

School Priority:

Health and Well Being

Purpose:

This project has been identified in response to evaluations from our nurture spaces and interventions during the pandemic and academic session 21/22. Almost all children identified nurture as a positive experience which had an impact on learning and engagement.

Progress:

- ✓ Almost all staff use emotional check ins daily.
- ✓ Most staff use cooperative structures to support check-ins
- ✓ All teaching staff effectively use national resource for relationships, sexual health and parenthood (RSHP)
- ✓ Almost all staff contribute to an audit of Nurturing approaches across the school.
- ✓ The majority of children had some time in Nurture
- ✓ Almost all staff took part in awareness raising collegiate session on UNCRC
- ✓ Almost all staff and a few pupils took part in creating Rights of the Month calendar.
- ✓ Rights Pupil Group was established
- ✓ Opportunities for pupil voice increased this year

Impact:

- ✓ Almost all children are able to express how they are feeling and are offered a safe space to talk if needed.
- ✓ Almost all staff wish to increase the variety of check ins
- ✓ All teachers commented they feel confident in delivering RSHP
- ✓ Most staff have deepened their understanding of the Six Principles of Nurture
- ✓ The majority of children commented they enjoyed quiet time in nurture. A few children commented this helped to be ready for learning.
- ✓ Almost all teaching staff have started to integrate the UNCRC rights into learning
- ✓ Most classes prepared an assembly to demonstrate understanding of Rights of the Month
- ✓ School achieved Bronze Award.
- ✓ A variety of surveys and questionnaires gave feedback on how children are feeling about school.

Next steps:

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- ✓ Ensure Health and Well Being is an integral part of learning
- ✓ Further embed the use of wellbeing indicators across the school community.
- ✓ Continue to develop the pupil voice to ensure every child within school has a voice in all areas of their learning.
- ✓ Work towards UNCRC Rights Respecting Schools Silver Award

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Impact / progress summary
Eden Court	Children have commented they have thoroughly enjoyed participation on the range of experiences provided by Eden Court Engagement team. They have increased their participation and have continued to become more engaged in expressive arts and to demonstrate their skills in performance activities. Children have commented communication skills have improved.
Teacher	Teacher input (October to June) Children have commented that have enjoyed working in small groups and they are becoming more aware of their own targets and how to improve. Identified children have been supported to access learning and be included.
PSA	Latterly PSA intervention to support teacher input has proved highly successful as almost all children have worked in small groups and achieved individual targets set by class teachers resulting in age and stage ACEL. Identified children have been supported to access learning and be included.
Resources	Nurture – gardening equipment has been used to help inclusion, prevent exclusion and attendance. Resources to support talking and listening, understanding emotions have resulted in increased attendance
Wider learning	Funding for pupils in P7 to engage in wider learning as part of transition prior to secondary school. children chose where they wished to go and enjoyed variety of experiences including outdoor activities at Fairburn, train trip to Landmark and local venues of mini-golf, roller bowl and dinner at a restaurant.

Wider achievements

Coileanaidhean nas fharsainghe

Our school has successfully achieved the first stage of the RRSA. We are now Bronze: Rights Committed. A few children had an opportunity to be part of the Rights Representative group.

We continue to work with Active Sports coordinator to provide opportunities for wider achievements. These include tennis, athletics, badminton and multisport.

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A few pupils represented our school and took part in Baxter River Ness 5k in October 2022.

"I felt proud representing Central for the first entry."

"It was hard, because we did not practice a lot."

Comments from learners, families, stakeholders and staff

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

Pupils from P3 to P7 took part in peer group surveys using HGIOURS framework at 5 Themes.

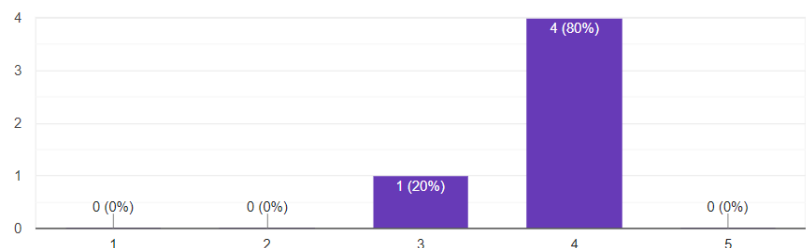
Theme 1 Relationships

"Sometimes people to nurture and times to talk to someone that can help you. Sometimes your friends can help you."

"No-one looks sad or are alone in our school. If someone is sad, we know to ask if they are okay. Sometimes people find work tricky, and a teacher or friend will help them. At playtime, if anyone is hurt a PSA will look after them."

"We get extra lessons. We get to do extra things. You can get house points. You can get a good news assembly certificate."

How well do we demonstrate our school's values through our relationships and actions?



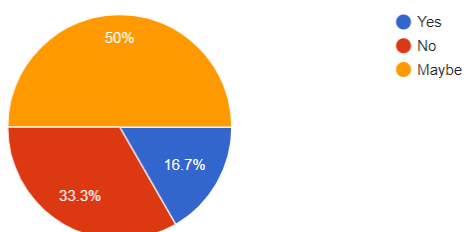
Theme 2 Our Learning and Teaching

"Have more equipment and things to play on. The garden to be open for all to enjoy. Access to grass. Access to open areas to finish things. More plants. More colours in the classrooms."

"Fresh coat of paint in the classrooms and hallways. More greenery outside. Repairing the damaged walls. Carpets fixed in the classrooms. Colours and games painted outside."

"Sometimes the teacher asks us how confident we feel using 5, 4, 3, 2, 1. Sometimes the teacher asks us how well we feel we worked. We are do differentiated tasks."

Are you aware of your personal targets for learning?



Theme 3 Our school and community

"New whiteboards, new coat of paint and paint the cloakrooms in house colours."

"School being portrayed as positive, that is a good school."

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"If we are well behaved and have good manners outside school people would want to send their children to Central."

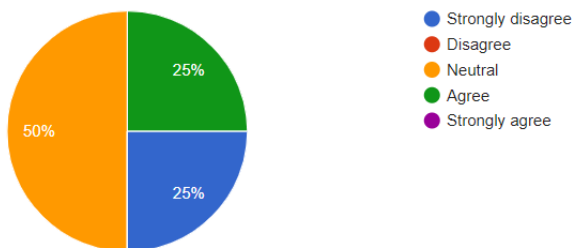
Theme 4 Our health and well-being

"We do get skipping ropes at playtime to exercise with, it would be better with a grassy football pitch, we could have fruity Friday when everyone has to bring in fruit and the class with the most fruit wins a trophy."

"I think the school treats us all fairly because we have amazing and kind staff. I think Urquhart are picked too much and it's not fair."

Theme 5 Our Successes and Achievements

Are the achievements of all children/young people equally recognised and celebrated in our school?



"If someone gets a medal at athletics, we sometimes get to see it, you could bring in an award that you got outside of school and show it to your class at show and tell"

"We could have an activity called "share your reward time" and we can show each other things we are proud of. We wrote learners statements."

"Sometimes people do the same thing but are not equally praised."

Pupils from ELC to P7 took part in peer group survey using Glasgow Wellbeing Profile.

The GMWP (Glasgow Motivation and Wellbeing Profile) is a questionnaire that explores motivation and sense of wellbeing in the learning context. It elicits children and young people's views of themselves and their emotions; it gives them an opportunity to reflect on their feelings and current experiences and encourages them to consider how they can increase their own determination, motivation and sense of wellbeing.

Pupils answer 'how true is this for you' on a scale of 1 – 10 to each question.

- 7.9 was the average score to statement "I like school."
- Other pupils look out for me in school / make sure I am feeling ok - 62% of children answered high for this question. 7.47 was the average score.
- Adults look out for me in school / make sure I am feeling ok – 71% of children answered high for this question. 8.15 was the average score.
- Teachers tell me what I am good at – 78% of children answered high for this question. 8.44 was the average score.
- I belong to this school / I feel important to this school – 62% of children answered high for this question. 7.86 was the average score.
- I feel good about myself in school – 80% of children answered high for this question. 8.5 was the average score.

Pupils from P1 to P7 took part in peer group survey to evaluate Eden Court sessions.

"I like the sessions because they are very enjoyable and every session, we learn something else."

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"We get to do fun activities in a nice big space. We learn a lot and we like working in groups. 5-star rating. We like being active in drama."

"I have learned a lot of values and being a bit more confident on performing in front on people."

"I think I have learnt how to do a play with a certain plot and about the rights and how everyone is equal."

"All about Education. To work in a team. We learnt about homeless people and our rights. Treat people the way you want to be treated because in life you have to respect others. We learnt how to grow plants. We are learning to express our feelings."

Staff took part in School Improvement Evaluation survey.

"Spread of assessments between the terms currently works well. ', I think we should be incorporating more self / peer assessment between pupils."

" We could share more with open afternoon events. Having more opportunities for parents to engage with their pupils by inviting them in (career week, book week to read and so on)."

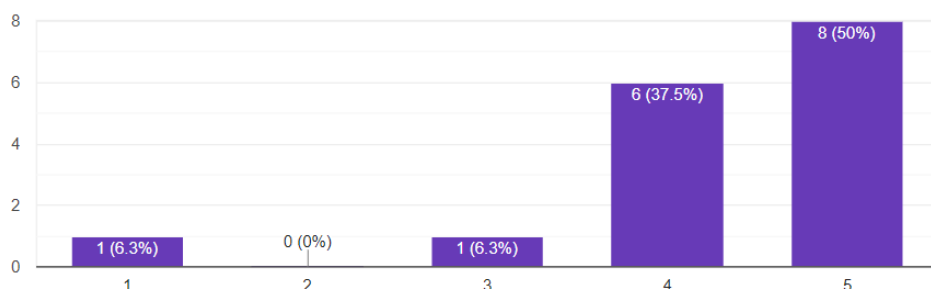
"Continue with stay, play and learn, google classroom and having parents come in to see folders."

"Drama with Eden Court has been good and allowed children to practice skills and express themselves."

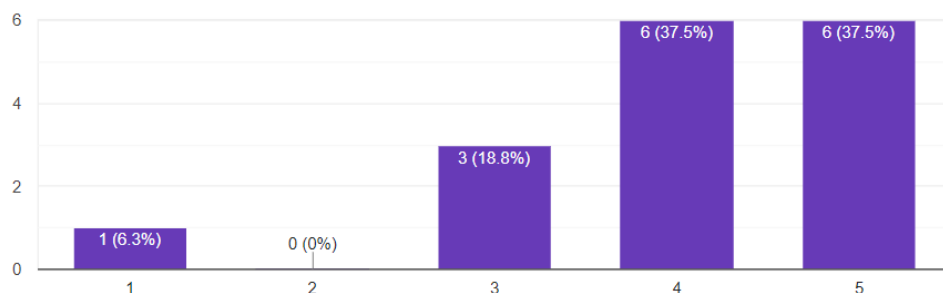
" We use our visual check in which the children can change at any point throughout the day. Children can have time with an adult to chat. Check in at the door with parents. Child led learning."

"During nurture making sure the children can effectively choose the right words to describe the right emotions and not dependant on having images of people of faces."

How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?



How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?

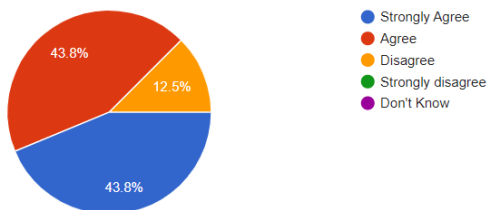


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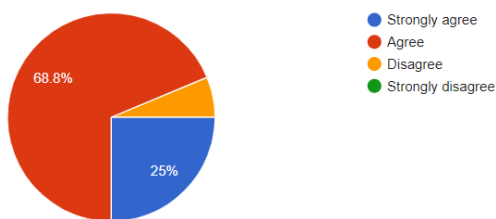
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End of Year Questionnaire for Parents/Carers of children in Primary Stages

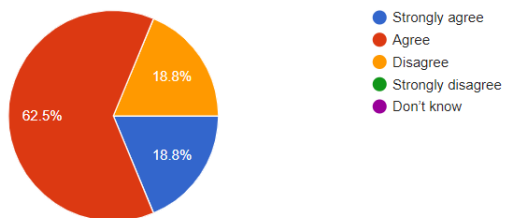
I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.



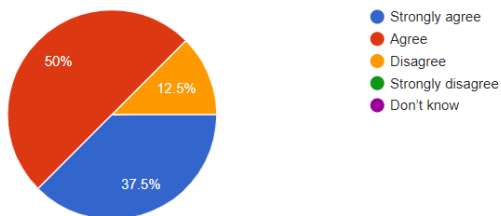
I understand how my child's progress is assessed.



The school gives me advice on how to support my child's learning at home



I feel comfortable approaching the school with questions, suggestions and/or a problem.

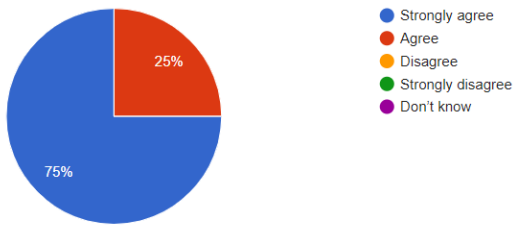


End of Year Questionnaire for Parents/Carers with Children in Early Learning and Childcare Settings

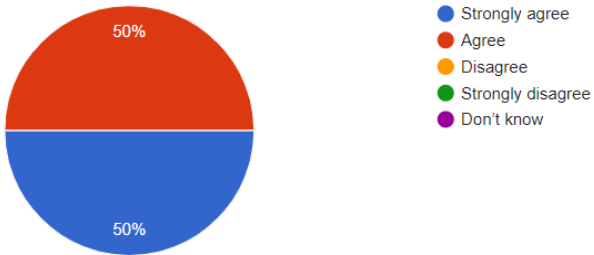
My child likes being at this setting.

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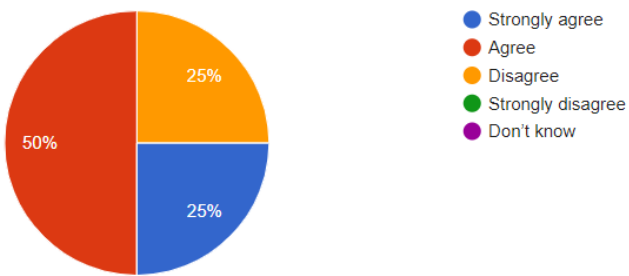
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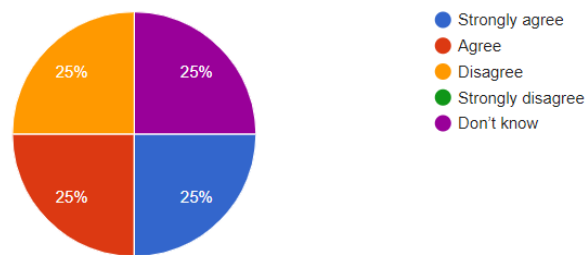
I feel staff really know my child as an individual.



The setting gives me ideas on how to support my child's learning at home.



I understand how the setting monitors my child's progress in learning.



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Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

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

Learning, Teaching and Assessment

- ✓ We wish to continue to develop our learning, teaching and assessment practices across the school setting.
- ✓ We wish to continue to develop moderation of learning in school and within our ASG: improve consistency of teaching and attainment of writing: continue to develop inclusive environments and continue to develop consistency of lesson delivery.

Expressive Arts

- ✓ We wish to continue to develop our learning and teaching practices in expressive arts.
- ✓ We wish to continue to develop our understanding of progression frameworks to ensure progression in Expressive Arts and improve outcomes for learners.

Health and Well Being

- ✓ We wish to continue to develop our learning and teaching practices in health and well-being to improve outcomes for learners, increase pupil voice and achieve our Rights Respecting Schools Silver Award.

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](#) or by contacting the school office

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