



Handbook 2024-2025

'Little by little a little becomes a lot!'

WELCOME

This handbook plays an important role in opening the door on the rich tapestry of school life, and sets out our values and aspirations as it welcomes families into our school community. It helps to establishing clear communication routes, laying the ground for effective partnerships with parents which will endure for several years and which will determine the futures of our children. A booklet, however, can only tell you so much! We strongly believe that school life is part of the life of the community, and that education is a partnership between children, parents, and teachers within that community. Parents are welcome to make an appointment at the school and should telephone 01463 751272 to make an appointment.

Our school situated 7 miles from Inverness and 1 mile from the village of Dores, on the south side of Loch Ness was built around 1874. Major renovations in 2010 were completed to provide dining facilities, library, staff room/office and toilets. The two classrooms are situated at the back of the building and a link corridor joins the old and new buildings. The two classrooms house a Primary 1-4 class and a P5-7 class. There are currently 23 pupils on the roll, with 15 in the P1-4 Class and 8 in the P5-7 class. There are visiting teachers of PE and Music, on a weekly basis.

SCHOOL CONTACT INFORMATION

Aldourie Primary School
Aldourie
By Inverness
IV2 6DP

Telephone: 01463 751272

Email: aldourie.primary@highland.gov.uk

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1. STAFF

Head Teacher Mrs Louise Robertson

P5 – 7 Teacher	Mrs Sarah Johnston Mrs Jenni Troup	Mon/Tues/Thurs & Fri all day Wed all day
P1 –4 Teacher	Mrs Fiona More Mrs Donella Ross Mrs Ishbal Reid	On maternity leave Oct 22 -Dec 23. Mon & Tue all day Wed – Fri all day
P.E.	Mr Ian Dunbar	Friday morning
Music	Mrs Shirley Wiseman	Tuesday morning
ASN	Mr Owen Morris	Tuesday afternoon

School Secretary

Mrs Jennifer Fraser

Pupil Support Assistants

Mrs Moira Pillatt

Mrs Jennifer Fraser

Catering Assistant

Mrs Morag Grant

Cleaning Operative

Mrs McKee

2. SCHOOL HOURS

9.00 – 10.40am (interval 10.40-11.00)	11.00 – 12.30pm	1.10 – 3.00pm
Flashing 20mph warning lights operate:	8.40 - 9.00am	3.00– 3.20pm

3. ENTRY ARRANGEMENTS

Enrolment week for Primary 1 pupils will take place from Monday 30th January to Friday 3rd February 2024. If you wish to enrol your child for Primary 1, please do so during enrolment week at the end of January/ beginning February.

Parents wishing to enter children into the school can contact the Head Teacher by telephone or letter to arrange an initial visit. During the term, before formal entry, new P1 children are invited to attend school one morning a week, for four weeks, to undertake a variety of activities. This will enable pupils to familiarise themselves with their teacher, classroom and classmates. This usually takes place at the end of May / beginning of June. Enrolment into Aldourie PS is usually in February and done online by visiting the Highland Council website.

[Enrol your child for school | Enrol your child for school | The Highland Council](#)

4. PLACING REQUESTS – PARENTAL CHOICE

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager Mrs Fiona Shearer, placing request forms can be obtained from

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live out with the school catchment area and their parents wish them to attend Aldourie Primary School they can phone, 01463 751272 to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

5. SCHOOL MEALS

School meals are available at cost of £2.30. A summer and winter cyclic 3 week menu is issued. Parents are asked to co-operate by ensuring that dinner money and choice leaflets are brought regularly on Monday mornings.

From Jan 2023 children in P1-5 are eligible for free school meals and if the family receive certain benefits and/or have low income P6-7 children may also receive a free school meal.

Facilities are available for children to eat packed lunches in school. It should be noted that under Health & Safety regulations, glass bottles or containers are not permitted. Our school meals are brought in by taxi from the Inverness Production Kitchen, with good quality food, healthier meals, and more and better choices. If a pupil has special dietary needs, please inform the school. The arrangements for school meals, eligibility criteria for free school meals, how to apply can be found by following the link below.

[School meals | School meals | The Highland Council](#)

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in classes. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.



6. SCHOOL TRANSPORT

Children under the age of eight who live more than two miles from the school are entitled to free transport. Children aged eight and over are entitled to free transport if they live over three miles from school. Concessionary transport may be granted if there is room on the minibus. Forms are available online at Highland.gov.uk if you feel you are eligible for transport or online on the highland council website. Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

7. SCHOOL UNIFORM

School uniform is obtainable from :-

MyClothing Online Service

MacGregor Industrial Supplies

Sweatshirts and polo shirts with the school logo, along with waterproof jackets are available.

Parents are asked to provide shorts, T-shirts and gym shoes for P.E. and suitable clothing when the children are visiting various places. The children require indoor shoes (e.g. black slip-on gym shoes, indoor trainer etc.) for use particularly during inclement weather.

8. ATTENDANCE

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number 01463 751272. When returning to school after an absence, the parent or guardian should give written reason for the time absent.

Permission to leave during the school day:

If a pupil needs to leave during the school day for an appointment etc., pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in.

Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day:

If a pupil falls ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience
- will result in a pressure to 'catch up' on missed work by pupils
- could result in pupils missing assessments with consequential impact on pupils and teachers
- could result in the loss of curricular activities
- will affect school attendance records and efforts to raise standards of attendance
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering.

[School term dates | School term dates | The Highland Council](#)

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.



9. EDUCATIONAL AIMS

Aldourie Primary School is an Equal Opportunities School, which aims to provide an educational environment suitable to the needs and abilities of each child. Our curriculum aims to ensure that all children develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future, and to appreciate their place in the world.

“Aldourie PS provides stimulating learning experiences which allow each pupil to achieve their full potential in a caring and secure environment.”

Our Core values are Compassion Integrity Respect

Which are underpinned by our school motto

‘Little by little a little becomes a lot’

The four capacities encapsulate the purpose of the curriculum and look like this in Aldourie PS.

Successful learners

We aim to encourage a progressive development of skills and learning:

using a variety of teaching methods which ensure appropriate pace of learning through an inter disciplinary approach focusing on numeracy, literacy and health and wellbeing by fostering positive attitudes to learning

We aim to maximise standards of attainment through:

- an ethos of achievement and meeting pupils’ needs
- regular monitoring of progress and achievement
- working alongside partner agencies to meet the needs of the child

We aim to ensure Staff Development:

through the Continued Professional Development programme of training through liaison with local Primary Schools and Inverness Royal Academy ensuring staff development and review arrangements are implemented

Confident individuals

Aldourie primary aims to provide a caring, purposeful environment:

allowing children to learn in a relaxed, secure atmosphere
offering equal opportunities for all
ensuring inclusion for all children
establishing a Dyslexia friendly school

We aim to provide a balanced curriculum:

based on Curriculum for Excellence outcomes and experiences
ensuring Health Promoting awareness and involvement in physical activities
matching the needs and abilities of the individual child

Responsible citizens

We aim to encourage in our children:

Self-discipline and self-respect
tolerance and respect for the differences in others
regard for the environment and understanding of citizenship
ability to make informed choices and develop balanced views

Effective contributors

We aim to encourage in our children:

communication and thinking skills along with an enterprising attitude
creative, problem-solving approaches using collaborative working strategies.



10. THE CURRICULUM

The curriculum aims to develop the “whole” pupil encouraging both mental and social development. We aim to provide a curriculum based on Curriculum for Excellence outcomes.

The curriculum consists of:

Expressive arts

Languages and literacy

Health and wellbeing

Mathematics and numeracy

Religious and moral education

Sciences

Social studies

Technologies

The learning environment

As a small rural school we are able to listen to children, getting to them well. We can tailor their learning to accommodate their interests.

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.

Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children

The essentials of positive self-esteem:

Belonging: each child has a contribution to make, we value and encourage these

Aspirations: every pupil is encouraged to work towards their achievable goal.

Safety: Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded through Star of the week awards, class dojo points.

Identity: a sense of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our community

Challenge: acquiring coping strategies are an important part of development and learning.

Children are taught to take risks and learn through mistakes

Success: teachers reinforce success and build an environment where risks can be taken.

Learning Journey

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- IEPs, language stage, cultural backgrounds and interests) it also requires very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively. Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. As a

staff, we consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure.

Recognising and celebrating success through assemblies, displays and performances is very important at Aldourie PS. We ensure that there is a broad range of opportunities for everyone to shine and include opportunities for outdoor learning, performing at Eden Court music festival, Skiing, learning modern languages including French (P1-7) and Gaelic (P4-7), and trips related to ongoing school topics. We also encourage children to take part in Enterprise projects where they develop their skills for learning, life and work. Children are grouped according to the aims of the lessons. For literacy and maths this is sometimes by academic ability, however throughout the day it may be mixed ability, by gender or friendships especially as we have multi- multi composite classes. Activities are differentiated to meet learning needs.

Assessment and reporting

As a school, assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. We seek to provide information in partnership with pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

Pupils will reflect on their progress, achievement and best work on their profiles.

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Assessment Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements including Scottish National Standardised Assessments

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with class teachers or the headteacher.

Further information on assessment can be found here:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

More information regarding Curriculum for Excellence can be found on this website - www.ltscotland.co.uk

11. HOMEWORK

Research has shown that the completion of homework has a very positive and significant effect on children's achievement and beds down positive learning habits for life- long learning.

It allows consolidation of work done in school

It allows for children to prepare for the work to come

It provides structured opportunities for parental involvement and support

It provides information for parents about the on-going work of the class

It encourages the children to develop a sense of ownership and responsibility for learning

It develops good habits of independence and self-discipline in learning

Homework/reading diaries

To help both the parent and the child to focus on the homework, the Primary 1-4 pupils are given a diary with the homework noted inside by the teacher. Primary 5-7 also have a diary which they usually fill in themselves. The diary can be used by both parent and teacher to pass on any comments about the homework or other aspects of school life.

Reading

At the early stages it is appreciated if the parents read the story, discuss the pictures, the main characters and ask the child to anticipate what might happen next. The children will usually also have words to learn. Sometimes, children may be asked to read the next chapter/s in a short text as they become more able readers.

The infant classes use 'Jolly Phonics' for the introduction of initial sounds. This approach ensures all learning styles are included. (Visual, auditory and kinaesthetic). All pupils are encouraged to read a variety of books and there is a well-stocked school library. P4-7 pupils are encouraged to have a personal novel which they should read at least twice a week. They are asked to give a short resume of what they have read to their classmates as part of listening and talking. Children can choose books from the Mobile Library, which calls at the school every three weeks on Wednesday mornings and parents are advised of the dates in the newsletter. Pupils can take up to four books home to read.

Spelling

Pupils are given out spelling words to learn over the week. Often they will be words with a common letter pattern but they will also learn to spell basic common words.

Other language homework

The children may be asked to complete other language homework based on work being taught in the class e.g. aspects of grammar, crosswords or French vocabulary. P4-7 pupils will be asked each term to prepare a short talk to present to classmates.

Maths homework

At all stages from P1-7 there will be maths activities to complete. These tasks are directly linked to maths being taught in school and often require parents to play a game or

undertake an activity with the child. Number bonds (early stages) and times tables (P3-7) are also given as homework to be reinforced at home. At times problem solving activities (P4-7) are sent home to reinforce strategies learnt in school.

Instrumental Tuition homework

P4-7 Pupils who receive weekly Chanter tuition should practise regularly.

If a child begins to fall behind his/her group or does not complete given work in school they may be given work home to catch up but this should only be on the odd occasion and if there are any ongoing problems with this, the class teacher will contact the parents to try to resolve the situation.

Where should children do their homework?

Individual children have their preferences, but in general the following conditions are thought best:

In a warm, well lit area of the house.

On a flat surface, preferably a table/desk for all written activities.

For reading find a comfortable chair.

Away from distractions like TV, pets or other family members who are not involved in the homework.

Time allocation for homework

The following is a guide for time that should be spent on homework averaging out per night:

Primary 1 and 2 – up to 10 minutes a night

Primary 3 and 4 – up to 15 minutes a night

Primary 5, 6 and 7 – up to 20 minutes a night (novel reading)

Checklist for parents

Supervise the homework, discuss it with your child and encourage them to do the best they can.

Help your child to organise his/her homework into a little a night rather than the whole lot in one night.

If your child fails regularly to hand in her/his homework without a genuine excuse, we will enlist your support in ensuring that the homework is completed in future. Pupils are welcome to complete homework in school during playtime/lunchtime.

Suggestions on how parents can help their children at home, is discussed at parents' evenings and is included in the summer pupil progress and report for parents.

12. RELIGIOUS AND MORAL EDUCATION

Religious and Moral Education is an integral part of the curriculum and seeks to encourage a Christian approach to everyday living. All faiths will be taught to develop knowledge and understanding of what others believe.

RELIGIOUS OBSERVANCE

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance and requests should be made in writing to the Headteacher.

13. EXTRA CURRICULAR ACTIVITIES

We hold our annual school sports in June often with our cluster school. Our sports co-ordinator also helps to arrange sporting activities during holiday times and after school. Swimming instruction is offered to P1-P7 during summer term at Inverness Aquadome. The whole school undertake day trips as part of their topic work. Permission for these outings is requested from parents at the start of the session. Whenever children are going on a trip an information sheet is issued to parents. The costs of trips are met by school budget, parents, Parent Council and School Fund.

P7 pupils take part in a 3 day residential trip to Loch Insh along with P7s from Stratherrick and Farr Primary and sometimes other schools from Inverness.

14. ADDITIONAL SUPPORT NEEDS

All children need support to help them learn. Some children require more help than others do. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at: http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners
http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you do not feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

https://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners

Further support and guidance can be found here through the links below.

Enquire – the Scottish advice and information service for additional support for learning
<http://enquire.org.uk/>

Ongoing support arrangements for pupils including pastoral support arrangements can be found at [Highland Child Protection Committee - Highland Child Protection Committee \(hcpc.scot\)](http://www.hcpc.scot)

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
Scottish Independent Advocacy Alliance, an advocacy service to support parents and children <https://www.siaa.org.uk/>

Scottish Child Law Centre, an organisation providing free legal advice to young people
<https://sclc.org.uk/>

Highland Council Anti- bullying guidance –
https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

15. Equality and Inclusion

For up-to-date information please see:

[Equal opportunities | Equal opportunities | The Highland Council](#)

In summary, our activities in school should ensure that we:
Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following ‘protected characteristics’ age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

16. MILITARY FAMILIES

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their

education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support <https://www.highland.gov.uk/info/886/schools - additional support needs/833/armed forces - support for families and schools>

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

17. Protection of Children

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at

<http://www.highland.gov.uk/info/1361/childcare and family care/438/child protection>

18. INVOLVING PARENTS/GUARDIANS/CARERS AS PARTNERS and PARENT COUNCIL

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress checks
- Target Setting
- Curriculum events

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. There is a regular school newsletter, which is emailed to parents. If you require a paper copy please let us know. This will also have the latest information for parents.

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued and discussion with the Parent Council and informal discussion with parents.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone/>

PARENT COUNCIL

We have an active Parent Council which supports the school through fundraising and holding social events. They have been proactive in helping to achieve the improvements to the accommodation. They hold regular meetings and if you wish an item put on the agenda please get in touch with the Chairperson. Minutes of meetings are sent out to parents by email. To get in touch with the Parent Council parents can contact the chairperson by emailing : aldourie.primary@highlandpc.co.uk

Chair person

Secretary

Treasurer

19. PARENTAL CONCERNS/COMPLAINTS PROCEDURE

If a parent has any concerns they should contact the Head Teacher in the first instance. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Complaints will be responded to within 48 hours. All complaints will be listened to but in the case of more serious complaints notes will be taken with specific details which will be agreed at the end of the meeting. The HT will then investigate the complaint which may take time depending on the nature of the complaint. Everyone who needs to know about the complaint will be informed but all discussions must remain confidential. Once evidence has been collated and the investigation is completed we will

seek to resolve the issue. The HT will meet with the complainant to convey the decision and discuss options for resolving the issue. Depending on the seriousness of the complaint, the HT might ask for assistance from Highland Council managers to plan and manage this process. The school may seek feedback on the school's handling of the complaint. A form will be sent out to get feedback with the following questions.

- How well did you feel we listened to you?
- How comfortable did you feel about approaching the Headteacher, or other school representatives?
- How happy did you feel with how we resolved the issue?
- Do you think there is anything that we can do to improve our system? Other comments?

Parent may also wish to use this link to Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Should a situation not be resolved, parents can contact the Area Education and Learning Manager, Mrs Fiona Shearer. Fiona.Shearer@highland.gov.uk.

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

20. ACCESS TO PUPIL RECORDS

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

<http://hi-hope.org/directory/listing/16plus-planning>

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

21. HEALTH CARE

The school nurse carries out a variety of short assessments with all new entrants during their first year and parents are invited to attend. She also visits the school at regular intervals and is always pleased to discuss with parents' matters which affect children's health and welfare.

The school dentist visits the school annually to examine P1 and P7 children's teeth. Individual results are reported back to parents. As part of our Health and Wellbeing programme, all pupils brush their teeth in the afternoon. Parental permission must be granted for this. Also, every 6 months' pupils can have fluoride varnish applied to their teeth if parents give permission.

ADMINISTRATION OF MEDICINES

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

The name of the medicine, the quantity of the medicine to be given, the time it has to be given.

As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

22. BEHAVIOUR

School rules exist mainly to protect the child within the school environment. Courtesy to, and consideration for others, respect for property, integrity and a positive work ethic are the basic elements. These create an atmosphere conducive to sound learning and the development of self-discipline. Parents will be invited to discuss any behavioural problems which occur.

Children follow these "Golden Rules" in school:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

These "Golden Rules" are reinforced during class time and at Assembly.

If children adhere to them they get 30 minutes of "Golden Time" one afternoon when they have a choice of activities.

Time is deducted from Golden Time for inappropriate behaviour during the week.

23. ADVERSE WEATHER

Schools have a dial-in service if there is risk of closure due to adverse weather. Parents may call 0800 564 2272 to access your schools' information. Please note, you will need the unique pin number for Aldourie PS which is : **041350**

This allows parents to listen to a recorded message from the head teacher. It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

You can also access the highland school closure website on:

<http://www.highland.gov.uk/schoolclosures>

24. TRANSFER TO SECONDARY SCHOOL

Pupils from Aldourie School transfer to Inverness Royal Academy for secondary education. As pupils reach the end of primary 7, efforts are made to ease the transition from primary to secondary education, through exchange visits involving both pupils and staff and information exchange between staffs. The Royal Academy also organises meetings for parents in January and also in June.

For further information contact:

INVERNESS ROYAL ACADEMY, Culduthel Rd, Inverness IV2 6RE.

TEL: 01463 667800



Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

APPENDIX A

School holiday dates

2024 holidays

February break - 19 February and 20 February

In service day - 21 February

Easter holidays - 29 March to 12 April

In service day - 2 May

May Day - 6 May

Summer holidays - 28 June to 16 August

In service day - 19 August

In service day - 16 September and 17 September

October holidays - 14 October to 25 October

Christmas and New Year break - 23 December to 3 January

2025 holidays

February break - 17 February and 18 February

In service day - 19 February

Easter holidays - 7 April to 21 April

May Day - 5 May

In service day - 2 June

Summer holidays - starts 4 July

Aldourie Primary School Standards and Quality Report 2022/23

2022/23



Aldourie Primary School, Highland Council
ALDOURIE, IV2 6DP

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:

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

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.

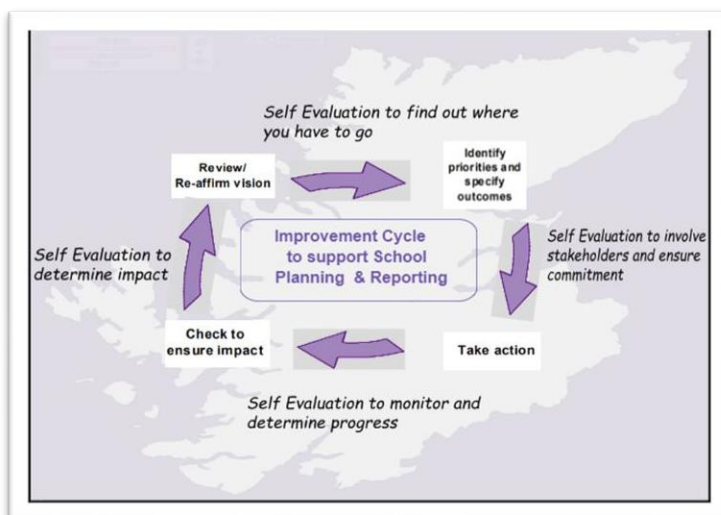
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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.

Louise Robertson
Head Teacher
Aldourie PS



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
94.7%

Average Class Size
11.5

Meeting PE Target
Target Met

Pupil Numbers
23

Teacher Numbers
3

Pupil Teacher Ratio
8.3

Aldourie Primary School is located in a rural setting serving the local community of Dores and the rural area around the village on the south side of Loch Ness.

There are 20 children attending the school with P1 - 7 taught across two multi-stage classes, P1-3 and P4-7.

The headteacher has overall leadership responsibility for Aldourie Primary School and Foyers Primary school (in a cluster arrangement). Staff and children from both schools work together weekly.

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. Most children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Writing

Listening and talking

Numeracy

Good progress

Good progress

Good progress

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Aldourie Primary School

Respect. Integrity. Compassion.

Aldourie provides stimulating learning experiences which allow each pupil to achieve their full potential in a caring and secure environment.

Aims developed by, and shared with parents, staff and pupils.

Successful learners

We aim to encourage a progressive development of skills and learning

- using a variety of teaching methods which ensure appropriate pace of learning
- through an inter disciplinary approach focusing on numeracy, literacy, Health and Well-being (H&WB)
- by fostering positive attitudes to learning

We aim to maximise standards of attainment through

- an ethos of achievement and meeting pupils' needs
- regular monitoring of progress and achievement
- working alongside partner agencies to meet the needs of the child
- regular use of IT to support learning

We aim to ensure Staff Development:

- through the Continued Professional Development programme of training
- through liaison with local Primary Schools and Inverness Royal Academy
- ensuring staff development and review arrangements are implemented
- through encouragement to take on leadership roles

Confident individuals

Aldourie primary aims to provide a caring, purposeful environment

- allowing children to learn in a relaxed, secure atmosphere
- offering equal opportunities for all
- ensuring inclusion for all children
- providing experiences where children have opportunities to take initiative and leadership roles

We aim to provide a balanced curriculum

- based on Curriculum for Excellence outcomes and experiences
- ensuring Health Promoting awareness and involvement in physical activities
- matching the needs and abilities of the individual child

providing opportunities for pupils to set targets

Responsible citizens

We aim to encourage in our children

- self-discipline and self-respect
- tolerance and respect for the differences in others
- regard for the environment and understanding of citizenship
- ability to make informed choices and develop balanced views
- an awareness of Children's Rights

Effective contributors

We aim to encourage in our children

- communication and thinking skills along with an enterprising attitude
- creative, problem solving approaches using collaborative working strategies
- participation and involvement in their local community

Little by little a little becomes **a lot!**

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:

Understanding and improving Assessment and Moderation Strategies in Learning, Teaching and Assessment.

Purpose: To raise attainment in both Literacy and Numeracy across our cluster schools. There is a variation in confidence across schools in using the Benchmarks.

Progress:

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

Curriculum and assessment

Progress has been made towards improving attainment in writing with the majority of children attaining expected standards.

Progress has been made towards improving attainment in reading with the majority of children attaining expected standards.

Progress has been made towards improving attainment in talking and listening with most children attaining expected standards.

Progress has been made towards improving attainment in all literacy areas with the majority of children attaining expected standards.

Progress has been made towards improving attainment in numeracy with most children, attaining expected standards.

Staff are not yet fully confident that we have an appropriate body of evidence to support judgements and to make decisions about next steps.

Tracking and monitoring of all pupils especially ASL needs to be developed further.

Parents and children are not yet fully understanding this process and wish to have greater understanding of where their child is within CfE framework.

Introduced shared moderation activities within South Loch Ness Schools Network with Attainment Adviser, and across ASG.

Next steps:

Teachers to spotlight assessment in their planning and consider:

What knowledge and skills do pupils have **before** a lesson is taught? Assessment to explore pupils' prior knowledge and activate relevant previous thinking/ideas.

What knowledge and skills are pupils developing **during** a lesson? Assessment during a lesson that deepens and strengthens learning over the course of a lesson or a series of lessons and creates desirable difficulties.

Impact:

Staff have increased knowledge of Assessment and Moderation strategies.

Greater consistency in judgements being given as they are based on an increasing understanding of data.

Increased understanding and awareness of CfE (Curriculum for Excellence) Benchmarks in writing and numeracy in particular.

Moderation processes are starting to be more consistent across the school, cluster, SLNSN.

Staff have increased confidence in submitting ACEL judgements.

Good progress has been made but needs more input to create sustained increase in attainment.

What knowledge and skills have pupils developed **after** a lesson? Assessment processes that secure long-term recall through retrieval practices.

Ensure assessment and moderation practices build a reliable, informative portfolio of evidence, showing progress throughout CfE levels. Consider how we share pupil progress with pupils and parents.

Continue moderation processes across cluster schools.

Focus on developing an inclusive classroom, bringing together good practice and ideas focusing on advice and strategies for improving the participation, acceptance and achievement of learners particularly those with ASL.

School Priority:

Understanding and Improving Learner and Family Participation in Learning, Teaching and Assessment

Purpose: to have a stronger focus on learner and Family participation in school to help raise attainment.

Progress:

Greater focus within school assemblies, using the UNCR materials to motivate participation and encouragement of pupil voice.

P4-7 class involved in Young Leaders of Learning.

Pupils took part in reciprocal visit to another schools to identify what is working well, areas for improvement and effective practice.

P1-7 pupils involved in school improvement activities through helping develop school improvement goals.

All staff, pupils and parents more aware of where we are now, where we want to get to.

The majority of parents said they wanted to know more about what their child was learning, in a simpler format than the current termly overviews.

The majority of parents felt that they wanted to know more about how they can support their child at school, including 'modern methods'.

Impact:

Children becoming more aware that what they think and say is valued by staff.

Greater confidence in what changes will be made.

All Children identified that they feel safe and listened to by all staff at school.

Children gave an average rating on 9.58/10 that they have friends at school.

Through their pupil wellbeing survey, pupils gave the highest ratings to feeling safe, having friends, following the school rules and teachers telling them what they are good at. The areas of greatest development work for 2023-24 are reflected in 59% of pupils not feeling that other people listened to what they said, 59% saying they wouldn't complain if they were being picked on and 71% feeling that other children didn't look out for them.

A good start has been made within this area of development, but greater parental engagement should be sought around curriculum design.

Next steps:

To review our school rationale, including our vision, values and aims to ensure we have learner and parental participation and engagement.

Revisit the four capacities – effective contributors, responsible citizens, successful learners and confident individuals, ensuring we plan, support and celebrate their development in our pupils both within school at home and within our community through classroom achievement boards.

Clarify school curriculum pathways and ensure they support children and young people to build on their prior learning and include appropriate progression for all learners.

Work to develop our use of profiling to ensure it shows progression.

Develop greater opportunities for pupil leadership in school to support listening to others, taking responsibility, developing confidence and stretching out beyond their own needs to help others.

Audit our communication strategies to ensure we use simple language and communicate in ways that supports parental engagement in school life and learning.

School Priority:

Raise attainment in Writing

Purpose: raise attainment in writing across our cluster schools. There is a variation in confidence across schools in teaching skills for writing, clarity in assessment strategies and use of the Benchmarks.

Progress:

Most staff have been trained in Talk for Writing strategies for the teaching of writing.
Children have been more engaged and report that they are enjoying writing more.
Children who have struggled with 'what' to write and more willing to give writing a go and are producing improved texts.
Children have been taught the language structures they need to think and express themselves through imitation and innovation.
Teachers teaching new vocabulary to help children understand stories and information texts
New resources purchased to support teacher development in this curricular area.
Looking through pupils' writing texts, it could be seen that children were using the three stages:
1) Imitation. (Knowing stories, rhymes and text)
2) Innovation. (Creating new versions)
3) Independent. (Making up new story texts on their own).
Moderation of writing was completed across the South Loch Ness schools Network with the Attainment Adviser.

Next steps:

Review curriculum to ensure meaningful progressions and assessment processes are in place for writing across our school.
Support teachers to explore through research and reading effective pedagogy to support raising attainment.

Impact:

Improving oral language skills in children.
Children use wider vocabularies.
Quality of writing is improving.
Teachers using new writing assessments, hot/cold task, writing rubrics.
Resources and teacher toolkits enable a structured, thorough and effective way to support the teaching and learning of literacy skills
Increased understanding and awareness of CfE (Curriculum for Excellence) Benchmarks in writing by teachers.

Overall there is a good foundation of teaching skills to continue to develop writing skills across the school.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Due to long term sickness with PSA, interventions were not progressed as planned.
Lack of supply teachers meant that we could not get teachers out of class to work on planned interventions, however teachers still planned to meet children's needs.
Child with mobility issues moved school out of authority so transport costs were not needed.

Wider achievements

Coileanaidhean nas fharsainghe

- Baillie Cup,
- Interschool sports
- P1-7 night away at the Sealife Centre Loch Lomond with Foyers and Stratherrick PS.
- Woodwind and brass performance by HLH instructors
- Kodaly

- Feis Rois
- P7 transitions at Farr PS
- YLOL visit to St Joseph's PS
- Swimming lessons at Inverness Aquadome
- Loch Insh
- Boccia/Floor bowls
- Mcrobert Cup
- Christmas Show/
- Children in Need
- Gaelic performance with songs and games
- Into film festival at Vue Cinema
- DYW work with Scottish Water
- Inverness Harriers
- Highland Martial Arts Centre
- Chanter lessons
- Penny whistle lessons
- Rainbows/Brownies/Guides/Scouts
- Judo
- Various football academies
- Inverness Boxing club

Comments from learners, families, stakeholders and staff

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

Absolutely delighted with the school! Experiences our children are offered above and beyond the curriculum are amazing and my children love their school. What more can we ask for! The only real thing that needs improving is the parent council and rebuilding of the wider school community (e.g. events)

Louise Robertson and her excellent team of staff excel in their support and care of the children. They go well above what their positions require and show a genuine care and love for their jobs.

This is my child's last year at Aldourie and it will be very hard and sad to say goodbye. The staff all support my child amazingly and I've always been able to come in and discuss anything. We've developed a good working relationship and we've enjoyed our time at Aldourie.

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

Review curriculum to ensure meaningful progressions and assessment processes are in place for writing across our school.

To review our school rationale, including our vision, values and aims to ensure we have learner and parental participation and engagement.

Revisit the four capacities – effective contributors, responsible citizens, successful learners and confident individuals, ensuring we plan, support and celebrate their development in our pupils both within school at home and within our community through classroom achievement boards.

Clarify school curriculum pathways and ensure they support children and young people to build on their prior learning and include appropriate progression for all learners.

Work to develop our use of profiling to ensure it shows progression.

Understanding & improving pedagogy, assessment and moderation strategies

Support teachers to explore through research and reading effective pedagogy to support raising attainment. Teachers to spotlight assessment in their planning/implementation and consider what knowledge and skills do pupils have **before/during and after** a lesson is taught.

Ensure assessment and moderation practices build a reliable, informative portfolio of evidence, showing progress throughout CfE levels. Consider how we share pupil progress with pupils and parents.

Continue moderation processes across cluster schools.

Promoting pupil, parent and partner participation

Focus on developing an inclusive classroom, bringing together good practice and ideas focusing on advice and strategies for improving the participation, acceptance and achievement of learners particularly those with ASL.

Develop greater opportunities for pupil leadership in school to support listening to others, taking responsibility, developing confidence and stretching out beyond their own needs to help others.

Audit our communication strategies to ensure we use simple language and communicate in ways that supports parental engagement in school life and 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 by contacting the school office.

An online copy can be found at:

https://www.highland.gov.uk/downloads/download/2156/school_standards_and_quality_reports_-_primary_2022-2023

APPENDIX B
School Improvement Plan.

Improvement Priority 1 Action Plan:	The 3P's: Promoting pupil, parent and partner participation	
Expected outcomes:	Measures	Quality Indicator
<ul style="list-style-type: none"> • Bring together and share the good practice and ideas of all school staff, focusing on advice and strategies for improving the participation, acceptance and achievement of learners especially those who have additional support needs. • Promote effective inclusive practice using the CIRCLE Framework of inclusion. • Encourage effective collaboration between school staff and parents/carers. • Provide tools to support documenting evidence of assessment and input, particularly around ASL learners. • Use practical strategies to support the underlying skills that pupils require to enable them to participate in school • Consistent universal support across the school. • Support staff used for short term targeted support that has impact • To promote a learner-centred approach where learners are listened to and involved in the management of their own learning. • To review pupil leadership groups and grow the opportunities for leadership in school • Pupil and parent participation will be a stronger feature of our approach to self-evaluation and continuous improvement. Through regular, effective collaboration our school will have a shared understanding of the school's strengths and improvement needs. • Greater engagement with Young Leaders of Learning and visits to St Josephs school. Use of HGIOURs on learning and teaching. • Parents to feel greater confidence in supporting children's learning in homework. • Parents have greater understanding in how to support their children in reading/writing/numeracy using 'modern methods'. • Parents feel greater confidence in understanding children's progress within CfE levels and in what the children are learning. • 	<p>Learner participation and engagement survey Observations Glasgow motivation and wellbeing profile – May 2023 and May 2024 Staff feedback Learning walks Pupil voice groups CIRCLE Inclusive Classroom Scale (CICS) CIRCLE participation Scale (CPS) Review use of pupil IEPs and the interventions included</p>	<p>QI 2.3 Learning teaching and assessment QI 2.4 Personalised Support QI 3.1 Ensuring Wellbeing, Equality and inclusion QI 3.2 Raising attainment and achievement</p>

Improvement Priority 2 Action Plan:	Know Thy Impact! Understanding and Improving pedagogy, assessment and moderation strategies	
<p>Please detail the information/data which has prompted this work:</p> <p>From pupil observations and discussion with children, they identified that most of them feel good when working with others and most liked being chosen to do things. From staff survey, classroom observations and discussion, staff shared that they wanted:</p> <ul style="list-style-type: none"> • our processes for assessment and reporting to be more manageable and more effective in informing improvement in learning and teaching • more effective assessment systems to identify and meet the needs of learners • to develop a quality body of evidence to support assessment judgements and decisions about next steps • for learners to receive high quality feedback and have an accurate understanding of their progress in learning and what is needed to do to improve. <p>From parent survey and focus group discussion, parents shared that they wanted to feel more confident in what their children are learning, supporting children in their homework and where their children are in relation to CfE benchmarks.</p> <p>Local Authority focus on pedagogy and what constitutes effective approaches to teaching and learning.</p> <p>ASG recognition that the subject specific nature has led to more short-term impacts. ASG agreement to focus on broader concepts which will positively impact upon all schools and all areas of the curriculum.</p>		
<p>Expected outcomes:</p> <ul style="list-style-type: none"> • Staff within ASG have a shared understanding of selected features of pedagogy (differentiation and spotlight on assessment (Power up your Pedagogy, Bruce Robertson) • Staff within cluster schools have a shared understanding of selected features of pedagogy (Questioning and feedback, (Walkthru 5 Tom Sherrigton/Oliver Caviglioli). • Increased level of staff confidence of selected features of pedagogy (differentiation, spotlight on assessment, questioning and feedback). • Improved approaches to teaching and learning. • Raising attainment across curriculum. • Engagement with professional reading and research. • Collaboration between staff and schools within the ASG. • Experiences of the learners are more appropriately challenging and better matched to their learning needs. 	<p>Measures:</p> <ul style="list-style-type: none"> • Questionnaire for all staff to be conducted at the start of the year and re-surveyed at the end of the year (differentiation, spotlight on assessment and networking within the ASG). • Qualitative information gained form learning walks/class visits. • Staff network across schools. • Individual school’s attainment data. • SOFA/NSA/MCNG/ACEL. • Gather views of learners. • Attendance at optional sessions • Greater alignment between predictions and ACEL data. 	<p>Quality Indicator</p> <p>QI 2.3</p>

Improvement Priority 3 Action Plan:	<i>3 Cs Curriculum Review</i>	
<p>Please detail the information/data which has prompted this work: From staff survey, observation and discussion it has become apparent that the school curriculum needs reviewed to ensure that children's rights and sustainability were reflected. Also, in raising attainment discussions and moderation activities we need to clarify school curriculum pathways and ensure they support children and young people to build on their prior learning and include appropriate progression for all learners. It was also identified that when reviewing our curriculum design, we should focus on spacing of learning to improve long-term retention, the benefits of interleaving practice, and the effect of learning in different contexts to aid memory recall.</p> <p>From pupil survey we identified that we need to ensure we have greater learner participation and engagement. Many of the children wanted to be invited to do things, to have their voice heard, to be responsible for tasks so we needed to develop greater opportunities for pupil leadership in school to support listening to others, taking responsibility, developing confidence, and stretching out beyond their own needs to help others. By reviewing our curriculum, rationale, aims and values we can support children and parents to understand that the to learn through expanding the spectrum of curriculum experiences that push them into new learning experiences and give them ownership of their learning. It will be helpful to revisit the four capacities – effective contributors, responsible citizens, successful learners and confident individuals, ensuring we plan, support and celebrate their development in our pupils both within school at home and within our community through classroom achievement boards.</p> <p>From parents, we learn that they wanted to feel more confident in what and how their children are learning, be able to support children in their homework better and have greater understanding in where their children are in relation to CfE benchmarks. We also identified that we need to audit our communication strategies to ensure we use simple language and communicate in ways that support parental engagement in school life and learning.</p>		
<p>Expected outcomes:</p> <p>Updated curriculum vision and rationale that focuses on the uniqueness of our setting, spacing of learning to improve long-term retention, the benefits of interleaving practice, and the effect of learning in different contexts to aid memory recall.</p> <p>Revisit school values and aims to include cross cutting themes eg equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Clear progression pathways in literacy, numeracy and HWB with enough detail to support CTs within a CfE level.</p> <p>Revitalise the four capacities – effective contributors, responsible citizens, successful learners and confident individuals, ensuring we plan, support and celebrate their development in our pupils both within school at home and within our community through classroom achievement boards, also considering meta skills – self management, social intelligence and innovation.</p> <p>Through pupil leadership groups encourage confident, respectful pupils who can articulate their learning, support others and lead small scale projects to improve learning and life at school and in the community and beyond.</p> <p>Develop leadership skills through Skills Development Scotland meta skills progression framework.</p>	<p>Measures:</p> <p>Staff survey</p> <p>Gather views of Parents through survey, exit cards on workshops, surveys, focus groups.</p> <p>Gather views of learners through Pupil Survey and focus groups</p> <p>Gather views of staff through observation, discussion, survey.</p> <ul style="list-style-type: none"> •Qualitative information gained form learning walks/class visits. •Individual school's attainment data. •Learning walks 	<p>Quality Indicator</p> <p>QI 2.2 QI 2.3</p>

<p>Parents feel greater confidence in understanding children's progress within CfE levels and in what the children are learning.</p> <p>Links with Priority 1:</p> <p>Greater engagement with Young Leaders of Learning. Use of HGIOURs on learning and teaching.</p> <p>Parents to feel greater confidence in supporting children's learning in homework.</p> <p>Parents to feel greater understanding in how to support their children in reading/writing/numeracy using 'modern methods'.</p>		
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