



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

ALVIE PRIMARY SCHOOL 2024-25



Diligent Friendly Helpful Inclusive Kind Polite Respectful

Introduction: Local and National Context

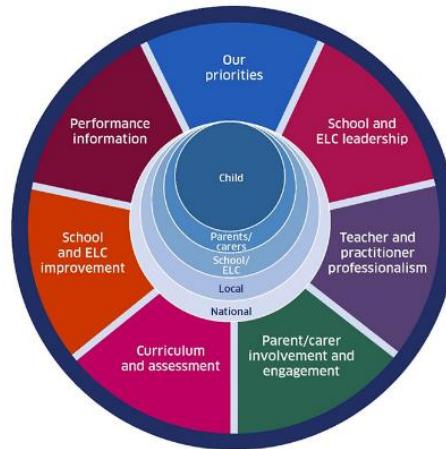
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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 [HGIOLC](#)

[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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

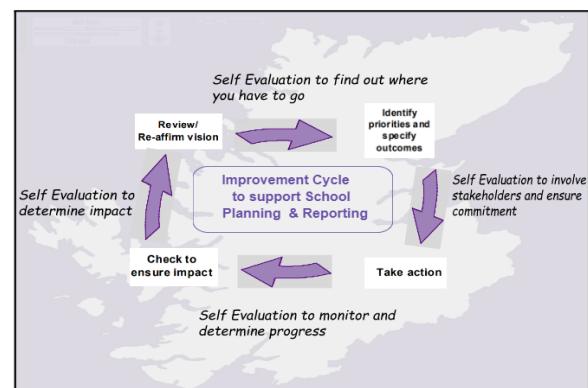
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Rebecca Ferguson
Acting Head Teacher
Alvie Primary School

School Profile

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Pròfil 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%

Average Class Size
17

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
52

Teacher Numbers
2.5

Pupil Teacher Ratio
21:1

N3 0%	N4 0%	P1 13%	P2 8%	P3 10%	P4 19%	P5 8%	P6 21%	P7 21%
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SIMD Q1¹ 10%	SIMD Q2 8%	SIMD Q3 2%	SIMD Q4 63%	SIMD Q5 17%	Unknown 0%
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ASN² 50%	No ASN 50%	FSM³ 12%	No FSM 88%	EAL⁴ 2%	No EAL 98%
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Alvie Primary School is a small school in a rural setting, serving the local community of Kincraig in Badenoch, and with a number of families choosing to attend from neighbouring catchment areas.

There are 52 children attending the school ranging from P1-P7, in a multi-composite P1-3 class and composite P4/5 and P6/7 classes. The Head Teacher has overall leadership responsibility for Alvie Primary School and has a 0.7 teaching commitment.

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 good progress towards meeting their individual targets.

We have had no exclusions this year.

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading
88% - Most

Writing
81% - Most

Listening and talking
94% - Almost All

Numeracy
88% - Most

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

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Very good progress	Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision:

We provide a welcoming, happy, safe and supportive environment in which everyone is equal and all achievements are celebrated.

Values: **Diligent Friendly Helpful Inclusive Kind Polite Respectful**

Aims:

- We make decisions and take on responsibilities together as partners.
- We provide equity to all our pupils by using our resources effectively to support learning.
- We provide a balanced, flexible and inclusive curriculum where pupils are encouraged to take responsibility for their learning.
- We recognise the importance of creating a climate in which children can learn effectively and believe that consistent teaching and positive expectations are key to this.
- We continue to develop and maintain strong community links and partnership approaches to learning.
- We focus on progressive skills and use an ongoing range of assessment opportunities. This means that staff at Alvie can work collaboratively to track and monitor pupil's attainment and share achievements.
- We believe that good health and supported wellbeing is central to effective learning and preparation for a successful journey in life.
- We believe in doing our very best with the capacity we have as a small school.

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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:

Raising Attainment in Literacy (Reading)

Purpose:

We have been developing our Literacy programme in writing and listening & talking. This has been successful in supporting planning, teaching, assessment, and moderation. Core skills for writing are taught to compliment a wide range of genres. Listening and talking skills are embedded in the writing process. To complement this, reading skills need to be focussed on, and incorporated into the Literacy model across all stages. Reading schemes also needed to be organised and levelled for assessment and moderation.

Progress:

- We incorporated reading into Literacy block planning.
- Staff are confident to use frameworks and progressions to support learning, teaching & assessment.
- Staff identified core skills to be taught across levels.
- Parent/carer workshops were well attended and well received.
- The frequency and range of opportunities for reading for enjoyment & choice and for comprehension has increased.
- Staff participated in literacy for all training.
- Engaged parents through literacy workshops.
- Pupil voice used as part of peer assessment and leadership groups to support school developments.

Impact:

- Reading skills established and introduced across the school.
- Clear Reading progression of skills implemented in planning.
- Focussed reading units developed.
- Reading permeates across IDL and wider school.
- Benchmarks used more consistently to drive assessment and attainment.
- Parental involvement improving with reading.
- Pupils are more invested in reading for enjoyment.

Next steps:

- While an extensive exercise was undertaken to band book levels across the school, staff are still grappling with the new system, and evaluating the effectiveness and impact of implementing this. This will be reviewed as a staff early in the 2025/2026 academic year.
- Associated school group (ASG) Moderation has not taken place, owing to the scale of Senior Leadership Team staffing disruptions across the ASG. This has been identified as a shared priority and an initial session has been timetabled for January 2026. This will then roll forward into a programme of associated Moderation development activity in partnership with the Kingussie High School English department.
- New assessment materials were introduced and trialled across the school, to varying degrees of success. Agreed next steps are to identify reading assessment materials that are suitable/complementary to each age and stage across the school.

- With a proportionally high percentage of staff turnover at the end of the 2024/2025 academic year, it will be a high priority to ensure that the recent development progress is not lost, and opportunities are provided to share the plans/pathways/progressions and documents that have been developed this year.

School Priority:

Raising Attainment in Numeracy

Purpose:

We have previously focussed on Health and Wellbeing and Literacy to improve standards of learning, teaching, and assessment across the school. The school community agreed collectively that the next step was to focus on Numeracy, looking at how it is being taught across the school and to ensure that the correct balance of core skills and unit maths are in place. This required looking at Numeracy resources, progressions, and assessment materials. We developed a new Numeracy pathway for each level, incorporating assessment and moderation into our programme.

Progress:

- Collegiate approaches were used effectively to support and develop learning, teaching, and assessment across the school.
- Progressions and pathways for learning, teaching, and assessment were developed.
- Core skills were identified for each level to be taught.
- A focus on core skills has supported a greater knowledge, understanding and application through enhanced mathematical literacy.
- More robust assessment processes are in place.
- Parent/carer workshops were well attended and well received.
- Pupil voice active in supporting school developments.
- Pupils delivered a series of 'little STEM' projects as 'mini-teachers' with practical indoor and outdoor activities.

Impact:

- Throughout the year, staff meetings were used effectively to evaluate current and emerging practice, which continually and successfully informed next steps/plans regarding developing interventions.
- A rolling programme/pathway was developed for the school, encompassing units of Numeracy.
- A 'Key Skills' document was produced, providing a 'Core Skills Overview' document to support and inform classroom practice.
- Profiling assessment folders were created and put in place, supported by an assessment calendar for 2024/2025.
- The parent/carer workshops supported the co-creation of materials by teachers, parents and pupils, before families took the resource packs home.

Next steps:

- While a new model of 'Pupil Profiles' was developed, staff have found this hugely onerous in practice; to the extent that it was felt that the process detracted from learning and teaching time. This has been discussed by Head Teachers within the ASG, and plans are emerging to develop a shared profiling model across the ASG primary schools, utilising Google Sites and linking through to the High School, providing a seamless measure of progression.

- With a proportionally high percentage of staff turnover at the end of the 2024/2025 academic year, it will be a high priority to ensure that the recent development progress is not lost, and opportunities are provided to share the plans/pathways/progressions and documents that have been developed this year.

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

The Pupil Equity Fund has provided additional PSA hours to help support pupils in class, group work and through individually targeted interventions across Literacy, Numeracy and Health and Wellbeing.

Wider achievements Coileanaidhean nas fharsainge

IN SCHOOL:

- All pupils enjoyed the opportunity to dance, sing and perform with specialist partners;
- All pupils have provided a variety of open afternoons to showcase work and projects;
- All pupils have been part of STEM workshops;
- P1-3 have completed Kodály;
- All children have regularly engaged in outdoor learning;
- P4 have been active members of the community, through an intergenerational gardening project, which included work at around the school, village, war memorial and Kincraig Wildlife Park;
- P6-7 have engaged in Highlife Highland leadership activities;
- P6-7 engaged in curling sessions at a local ice rink;
- P6-7 enjoyed team building activities at Innoflate and Hollywood Bowl;
- P6-7 all successfully completed their Bikeability training;
- P7 have taken part in a residential trip to Alltnacriche Outdoor Centre;
- P7 have taken part in a 4 week ski programme in The Cairngorms;
- P1-7 have successfully taken part in school shinty events;
- One individual celebrated multiple gold medals when attending a regional disability sport event;
- P5-6 have engaged in The A9 Academy Road Safety programme;
- The school is working towards Bronze award for Reading Schools; and
- Pupils learn Violin, Chanter and Tin Whistle.

OUTWITH SCHOOL:

- Some pupils have completed music accreditation for Violin and Piano;
- Pupils have taken part in live productions at Eden Court;
- Pupils have played in Scottish Shinty events and won several tournaments;
- Pupils have enjoyed success performing and winning at SpeyFest Music Festival;
- Pupils have competed in dance & gymnastic events across Scotland;
- A number of children represent Speyside Rovers at both Academy and Festival levels;
- Pupils have competed in multiple tennis events; and
- Several pupils are part of Scouts and Guides.

Comments from learners, families, stakeholders and staff

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

Parent Voice

What is going well?

- Good balance of in class work and outdoor learning;
- Relaxed environment;
- Happy kids;
- Great natural environment;
- A brilliant atmosphere;
- Children are kind;
- Well-mannered pupils;
- Classes work together;
- Peer groups;
- Games, play and learning;
- Nice classrooms;
- Communication;
- Open Afternoons;
- Kids settle really well at Alvie;
- Digital learning;
- Increased Numeracy and Literacy;
- Music and art experiences;
- Outdoor learning; and
- Garden.

What would you like to see next?

- Even more outdoor learning;
- More free play;
- Continue topic Homework;
- More Gardening;
- Safer parking; and
- More Science events and STEM.

Pupil Voice

What is going well?

- Everyone is your friend;
- We all follow the school values;
- We have friendly teachers and staff;
- We have house points at the end of term;
- We include everyone;
- We are a family;
- We have lots of leadership opportunities;
- We are very creative; and
- We have great school grounds for learning and play.

What would you like to see next?

- More encouragement to follow rules;
- Classes work together more;
- More outside learning;
- We could have more games set up;
- We could build a friendship area in the grounds;
- We could have a drama area in the school; and
- Leadership roles need to be fulfilled - maybe shared across the school.

Stakeholders Voice

What is going well?

- The end of term session for final year students is also working well;
- The discounted season pass for the children to use the ski equipment has had a reasonable uptake;
- From the season pass a couple of children are participating in the water sports. We have several children attending the after school club;
- INTERGENERATIONAL GARDENING - in the community Working - directly with the pupils;
- Their part in the Remembrance Service is well received by the community;
- Great that school understand the importance of involving children at a young age in developing community life/spirit through projects; and

What would you like to see next?

- INTERGENERATIONAL GARDENING - in the community Allowing plenty of time for dialogue between the generations;
- There are members of the community who are in a good position to work with the school on proposed projects; and
- Work jointly with the wildlife park with their community projects. They are keen to do this.

- The importance of involving them in the decision-making process where possible – the children have a good response to questions and ideas.

Staff Voice

What is going well?

- Consistent approach to learning, teaching and assessment;
- Collegiate planning, P1-P7 works well across the school;
- Positive relationships between all staff;
- Good communication with parents;
- Supportive community;
- Teamwork at all levels;
- All staff have positive relationships with the children;
- Shared approach and expectations across the school;
- Staff appreciate and utilise our unique environment; and
- Rely on each other for support as such a small staff.

What would you like to see next?

- Increased PSA support;
- Work with wider range of partners;
- Security improvements;
- Consistent staffing; and
- Staff reassurance of posts and contracts.

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

- 1) **LITERACY** – Raise attainment in Reading at all ages and stages, supported by the identification and implementation of new assessment and intervention approaches. This broad brush approach will remove stigma for targeted individuals by normalising intervention resources. Additional PSA support differentiation in order to effectively meet the needs of all learners.

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- 2) **NUMERACY** - Raise attainment in Numeracy at all ages and stages, supported by the identification and implementation of new intervention resources. This broad brush approach will remove stigma for targeted individuals by normalising intervention resources. Additional PSA support differentiation in order to effectively meet the needs of all learners.
- 3) **HEALTH AND WELLBEING** – Develop more robust and effective tracking to enhance the identification and monitoring of social, emotional and behavioural difficulties at an individual level. This will help to more consistently identify when children and young people require support and help to develop consistent and effective interventions across the school; in partnership with parents/carers and multi-agency professionals (where required).

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions will be detailed on the School Improvement Plan (SIP), which can be accessed on our website www.alvieprimaryschool.co.uk, or by contacting the school office.