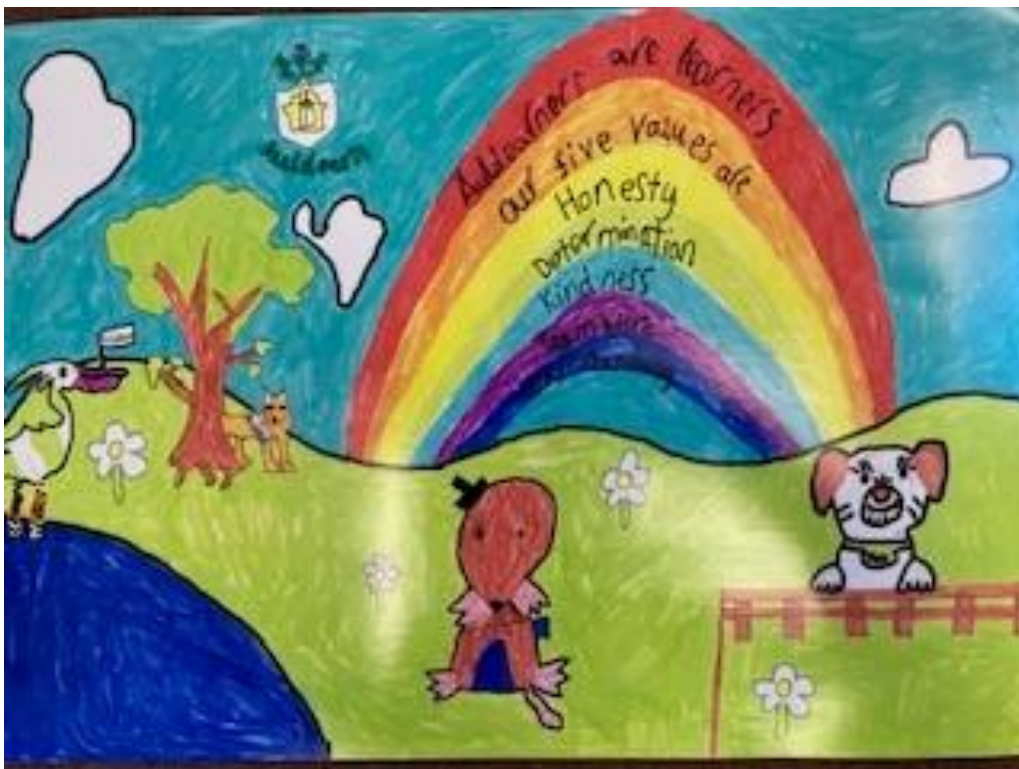


Auldearn Primary School and ELC

Standards and Quality Report 2024-25

AITHISG INBHEAN IS CÀILEACHD



‘Auldearners are Learners’

Teamwork Honesty Understanding Determination Kindness

Introduction: Local and National Context

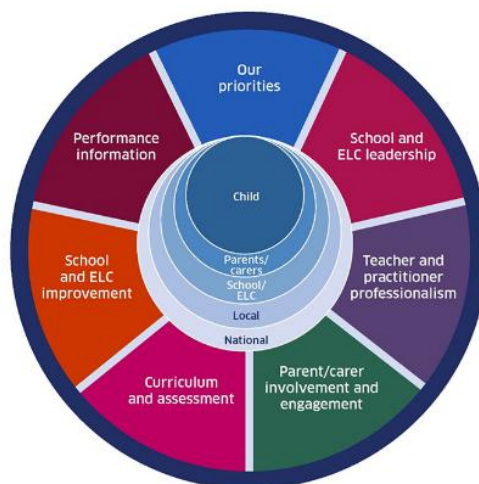
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This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

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

Empowerment & Leadership:

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

Relationships:

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

Opportunity:

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

The key priorities outlined in the National Improvement Framework are:

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

Self-evaluation

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

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

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

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

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

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

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

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

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

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

Looking outwards - learning from others

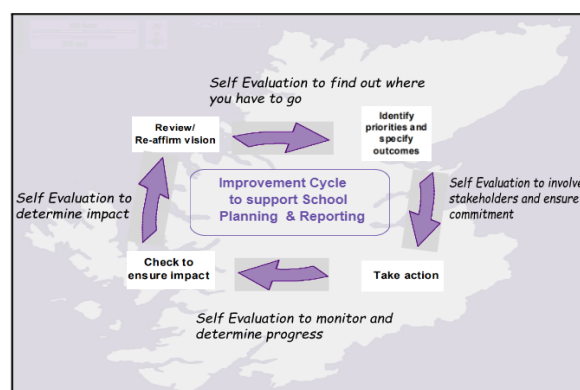
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

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

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

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



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

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

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

Coinneach Morrison
Acting Head Teacher
Auldearn Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://parentzone.scot.nhs.uk/). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 94.2	Average Class Size 27.4	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 192	Teacher Numbers 9	Pupil Teacher Ratio 22.2

N3 %	N4 %	P1 11.5%	P2 12.5%	P3 15.6%	P4 12.5%	P5 15.1%	P6 16.7%	P7 16.1%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 30-40%	SIMD Q4 50-60%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 0-10%	No FSM 90+%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Most	Almost all	Most

We have had no exclusions this year.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our school vision and values are at the heart of all we do at Auldearn.

We are committed to creating an environment where all children feel safe, included and ready to learn and where everyone is treated respectfully. We have high expectations for EVERYONE in our school and will work hard to model good behaviour and show understanding and consistency.

At the heart of this is our 5 school values:

TEAMWORK HONESTY KINDNESS UNDERSTANDING DETERMINATION

Everyone in our school community is encouraged to demonstrate these values and this is celebrated in assembly with 'special mentions' for those who have been spotted displaying these.

In Auldearn Primary School:

- We are kind.
- We look after ourselves and each other
- We aim to be the best that we can be

Auldearners are Learners!



Review of progress for session 2024-25

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:

Continuous Digital Profiling

Purpose:

An evaluation of our paper-based profiling system (2023) highlighted the need for a more stream-lined, user-friendly approach where the children had more opportunities to take ownership of what was included. Our original system was very much teacher-led, focussed on the curriculum, hard to keep on top of and when things got sent home, they were not always returned. The quality of pupil profiles also varied considerably across the school. We discussed the need for a profiling system which was largely pupil-led, easier to manage and which encouraged parental engagement through highlighting wider achievements.

Progress:

- ✓ All staff attended Digital Profiling and Book Creator training at the September Inset Day
- ✓ Agreed format and content for profiles and class templates created
- ✓ Staff given protected time to set targets and plan next steps within stage groups
- ✓ Basic format agreed, all children personalised their own profile with an 'All About Me' page. P7 children customised own profiles and added own pages to the agreed school format.
- ✓ Children involved in customising their own profiles
- ✓ Staff given opportunities to feedback regularly on what was working well/ not so well
- ✓ P4-7 teachers worked together with P1-3 teachers to see how the older children could help the younger with their profiling

Impact:

- ✓ Increased staff awareness and understanding of the purpose and format of pupil profiles. Staff given own Book Creator accounts and shown how these can be embedded in profiles in the form of digital jotters
- ✓ Children have a greater sense of ownership of their profiles and feedback has been positive. They enjoy having time to update their profiles. Many also chose to add wider achievements at home.
- ✓ More confident staff were able to support each other. Opportunities to learn together.
- ✓ Regular opportunities were given for P7 to work with P1 and P6 to work with P2 to complete profiles
- ✓ All children now have their own profiles with a completed 'All about Me' page and some wider achievements.

Next steps:

- Continue to develop profiles next year to include literacy, maths and other curricular areas
- Look at ways to embed digital jotters into profiles for assessment pieces
- Include learning conversations as part of the profiles
- Continue to seek ways to make profiling more user-friendly and accessible for our youngest children
- School website to be updated to include secure links to profiles
- Profiles to 'go live' so parents can access at any time

School Priority:**ASG Action Plan – Numeracy and Maths Practitioner Enquiry****Purpose:**

Through our ongoing self-evaluation as an ASG, practitioners identified numeracy and mathematics as an area of further development to focus on collaboratively.

Progress:

- ✓ 4 collegiate sessions with colleagues from the other primary schools
- ✓ Staff given the opportunity to work collaboratively with others at the same stage from different schools to plan and complete a practitioner enquiry based on Interventions, Challenge and Problem Solving or Number fluency
- ✓ Staff given the opportunity to share the findings and impact of their enquiries and plan next steps
- ✓ Staff given the opportunity to share the results of the enquiry with other groups

Impact:

- ✓ Feedback from staff evaluation indicates that the opportunity to share professional learning is worthwhile and that people can learn from each other.
- ✓ Staff have been using resources and ideas shared by other colleagues, for example problem-solving strategies in upper stages and for challenging as well as supporting learners.

Next steps:

- Continue to provide opportunities for staff to share professional learning and engage in practitioner enquiry
- Further opportunities to engage in practitioner enquiry with a focus on managing ASN in classrooms
- Track progress by adding Metaskills trackers to digital profiles.

School Priority:**Working Towards Achieving Reading Schools Accreditation****Purpose:**

The staff felt that despite our reading attainment being very good, we did not have a strong reading culture in the school. Very few children chose to read for enjoyment, many of our books were outdated and tired looking and we did not have many dedicated reading spaces in the school. We decided to focus on promoting reading for enjoyment this year and by doing this, working towards achieving Reading Schools accreditation.

Progress:

- ✓ Staff had regular opportunities to complete training modules from the Scottish Book Trust's Reading Schools programme.
- ✓ We undertook surveys to gauge attitudes to reading with children, parents and staff
- ✓ We have a Reading Schools Working Group including a range of staff and pupils
- ✓ Opportunities given for children to work with those in other classes – paired reading, World Book Day activities, Authors Live Events

Impact:

- ✓ All staff have a greater awareness of what the Reading Programme is and how to access resources
- ✓ Results of the survey (at the start of the year) indicated that parents generally enjoyed reading to their children, but that finding quality time can be a barrier to this. Many children and most staff said that they would value the time for children to read more for enjoyment in school.

- ✓ Class reading challenges devised with rewards for those reading 30 books
- ✓ Displays created and regularly updated to positively promote reading
- ✓ Visit from local librarian to promote the Summer Reading Challenge
- ✓ High level of engagement in the World Book Day 'Book in a Bag' project showed increasing family engagement.
- ✓ Positive response from children and staff to Author's Live events. Doing these all together in the hall made it more of an event and more exciting for the children.
- ✓ Lots of classes meeting the 'read 30 books' challenge! Healthy competition between classes and the class reward element is motivating.
- ✓ The displays are in communal spaces and are a real talking point. Regularly updating them keeps the interest up.
- ✓ We recently received our Core Reading Schools Accreditation
- ✓ High level of engagement with the local library Summer Reading Challenge.

Next steps:

- Staff to work on devising pages in digital profiles for reading records, book reviews and personal progress and achievements
- Look at ways to develop outdoor reading spaces – apply for funding from the Ardersier Community Trust
- Continue to think of ways to engage parents and families and to keep up the momentum, building on the excellent progress we have made this year
- Re-issue surveys to see if/ how reading attitudes have changed since embarking on this project
- Work towards achieving our Silver Accreditation by taking on feedback from our core application and using the resources on the Scottish Book Trust's website.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The table below shows our 2024/25 PEF Review.

Intervention	Data summary against targets	Impact / progress summary
P4-7 - Precision Teaching provided by PSA 3-5 times a week for targeted children.	80% of children will make progress when they are reassessed in June 2025.	All children have made progress. This is evidenced in their NSA results and teacher judgement. They seem more confident and willing to have a go. Other children also benefited from 'Fresh Start' to support with reading, writing and spelling. Two targeted groups in P7. All P6 targeted children are progressing well with Diamond words. This targeted support also provides time for the children to engage with the PSA for emotional support which is invaluable.
Reading Recovery programme provided 3 times a week to targeted children in P2 and P3 .	The children will be more secure in their single sounds, blending and vowel diagraphs.	Comparing the Early YARC Assessments from P2 to P3, the results of the sub-test: Letter knowledge and Early Word recognition have improved.
P1 - Children will receive additional group support 4 times a week with a PSA to target gaps in their phonological awareness. Sounds Write Programme	90% of children will be secure in their sounds by the end of P1. 90% of the children will show improvement when they are reassessed in January.	Targets achieved. All children are fully engaged and making consistent progress. Sounds Write programme is in to its second year and is becoming embedded. Staff speak positively about this and a new member of staff is currently being trained for consistency moving into P2.

Wider achievements

Coileanaidhean nas fharsainghe

Achievements this year include

- Ski Camp for interested P6 and P7
- Summer Camp for P7 - Abernethy Trust, Nethy Bridge
- Won numerous football tournaments, teams for P2+3, P4+5 and P6+7.
- Cross Country team participated in SSHA and McRobert Cup Competitions.
- Athletics team participated in SSHA Interschool Sports.
- A wide range of music - Kodaly, Feis Rois, Brass Tuition, Fiddle tuition, Bagpipe Tuition.
- Glee Club performed two fantastic shows – Glee Goes Greek!
- P7 entered the Rotary Club Quiz and got to the district finals at the Beach Ballroom in Aberdeen!
- Classes attended the Free Church for workshops about Easter, Harvest and Christmas.
- Creeping Toad –Storyteller came and worked with each class to develop storytelling skills.

Teamwork Honesty Understanding Determination Kindness

- Opportunities for leadership
- Swimming lessons at the local pool for P4 and P5 children
- Eco Committee meet regularly and promote environmental awareness. We have retained our Eco Schools Accreditation
- P1 Nativity
- P5 raised money for litter pickers (linked to UNCRC Article 24 – we have a right to live in a clean environment)
- Various charity events are promoted and brilliantly supported throughout the year including Children in Need, MFR Cash for Kids and the Blythewood Shoe Box appeal.
- P1 walk to the local woods every Monday afternoon for outdoor learning. They decorate a special tree for Christmas and Easter. The local people say they love to see them out and about!
- P7 Christmas Enterprise was incredibly well supported, and they raised £1140 to pay for their bus to Summer Camp and their school yearbooks
- P7 participation in Summer Fair – volunteers and stall holders
- Paired Reading
- Buddies (P7 and P1, Nursery and P6)
- World Book Day – whole school event
- Community Art Projects
- Sports Day, family picnic and open afternoon were well attended and there was lots of positive feedback to the school about these
- UNCRC becoming more embedded in the culture of the school. Monthly assemblies to raise awareness of the articles and to showcase learning about these.
- Termly Values assemblies where certificates are given to those children displaying our school values
- Opportunities for children to play and have choice on Friday afternoons (Article 31 – we have a right to play in a safe environment)

Comments from learners, families, stakeholders and staff

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

Pupil Voice – in relation to our ongoing work on positively promoting reading

"I don't really like reading, but now I know different books I can pick it is exciting."

Alex P4

"The big read in the hall was quiet and really nice to sit and read to others."

Andi P7

"I like the thought of helping the children in paired reading."

Danni P6

"Showing the children fun ways to read because it isn't always fun but reading with younger children makes it exciting!"

Charlie P7

"I like reading with my buddy because it is just fun."

Seb P1

"I like reading in the hall with everybody, because it is fun and I love it when it is at assembly."

Ayla P2

"I like reading with my friends, we get to do it quite a lot in my class with Mrs Beattie."

Alice P1

Staff Voice – in relation to our ongoing work on positively promoting reading

"I was able to sit in the whole school reading with my own book, I zoned out and feel it was good to see the adults reading too."

Mrs McLean

"A few children asked me what I was reading when they saw my lanyard. I explained 'The Island Swimmer', they then continued to tell me what they were reading."

Miss Boyle

"I have been joining some of the leader groups for reading schools, it has been nice to see the children get excited about books and realise the benefits of reading."

Ms Froude

"I feel excited and keen to engage learners into their reading more, I feel children are very into screens and I feel reading can improve their imagination, literacy skills, and how they see the world."

Miss Boyle

"I had a parent come up to me and thank me for inspiring the children to read at home, and they have bought the class novel to have at home alongside more Roald Dahl books to read afterwards."

Mrs Green

Parent Voice – Analysis of Parents Evening Questionnaires – March 2025

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
My child is happy at school.	66%	26%	5%	3%	
I feel that my child is safe and cared for in school.	74%	22%	3%	1%	
I feel that my child is well supported by the school and their educational needs are being met.	79%	20%	1%		
I feel I can contact the school about matters regarding my child's education.	80%	19%	1%		
I am kept informed about how my child is progressing in school.	68%	29%	1.5%	1.5%	
I feel that I can speak to staff if I have any questions or concerns.	81%	17.5%	1.5%		

Parent Comments:

- We feel happy and supported,
- Keep going :-)
- X is really enjoying P7 and is being well supported her confidence is growing and we are pleased she is being given the opportunity to engage with inter school (maths) events.
- For me personally, all is great and I wouldn't change a thing. We feel fully supported.
- Consistent messaging to all children.

- To continue providing groups to help children understand and develop good social skills and form strong friendships.
- Nothing, great school!
- Don't change a thing keep up the good work! Thank you
- No concerns.
- X recently had an issue with some other children in his class and I just want to say thank you for dealing with the situation so well
- We are very happy with the school :-)
- It would be useful to be able to pay lunch money online. Unfortunately, the school account is separate from the catering account, so we are unable to take payments online.
- I think Auldearn is a wonderful school, and I'm delighted the children attend school here, thank you.
- Feel very supported.
- More education trips and activities locally.
- Keep up the good work!
- No comments as yet, X has only been at the school for a short while.
- Thank you for supporting X
- Not so much Google classroom.
- X would have selected 'strongly agree' for the first question but said she finds language used by other children stressful in the playground. I would say 'strongly agree'! Thank you for all you are all doing!
- Would like to see more regular school trips to places outside of Auldearn.
- I'm very happy with the progress. X is making I feel his teacher understands him very well and other teachers and PSAs too and is supporting him to learn. Thank you! .
- I feel X is very safe and cared for by his teacher
- We have been delighted with the support we have received for any concerns I have raised thank you very much for everything that you are doing.
- More updates via Google classroom.
- X absolutely love school! The teachers are wonderful, and I really feel this has made X school experience so far great thank you!
- We strongly believe that the P1 teachers are fab and go above and beyond for the children, they are an asset to Auldearn Primary.
- Such a supportive school very happy with the staff

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

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

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Continue to work on developing our digital system of continuous pupil profiling
2. Staff practitioner enquiries – how can we better meet the needs of children with ASN in our classrooms?
3. ASG priority to be decided but there will be opportunities for our staff to work collegiately with colleagues in other local schools.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <http://auldearnprimary.wordpress.com> or by contacting the school office.