



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Alvie Primary School



Introduction: Local and National Context

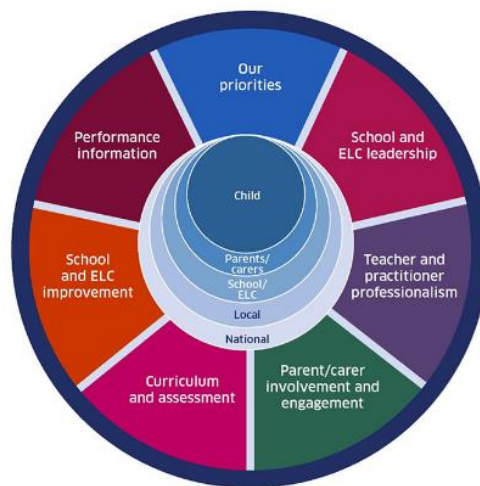
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

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

Empowerment & Leadership:

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

Relationships:

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

Opportunity:

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

The key priorities outlined in the National Improvement Framework are:

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

Self-evaluation

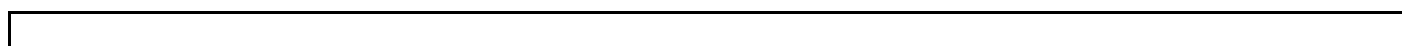
To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

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

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

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

All	Almost all	Most	Majority	Less than half	Few
100%	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

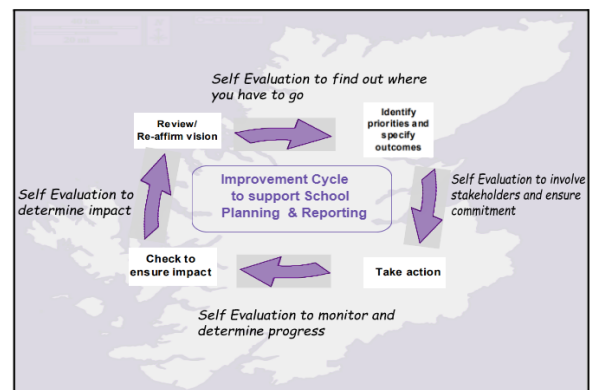
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Sara Riach
Head Teacher
Alvie Primary School

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
91%

Average Class Size
16

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
49

Teacher Numbers
3

Pupil Teacher Ratio
1:16

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

Reading

Most

Writing

Most

Listening and talking

Almost all

Numeracy

Most

Alvie Primary School is in a rural setting serving the local community of Kincaig in Badenoch.

There are 49 children attending the school ranging from P1-P7. P1-3, P4-5 and P6-7 are taught in multi-composite classes.

The headteacher 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.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

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.

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:

Literacy (Listening & Talking)

Purpose:

Progressions for Literacy have been ongoing in Writing for 2 years and used successfully in planning, teaching, assessment, and moderation. The core tools in Literacy are taught in each class to raise standards and expectations. Specific Unit progressions and core skill programmes are used to support writing.

We needed to link the core skills of Listening & Talking to Writing as well as across the curriculum. We needed to review and implement THC new progression framework (March 2023)

✓ Progress:

- ✓ Key teaching skills of Listening & Talking are established and linked to writing units.
- ✓ Staff are more confident incorporating L&T as part of writing.
- ✓ L&T has become a key part of learning, teaching and assessment in Literacy.
- ✓ L&T opportunities are planned for across the curriculum.
- ✓ Staff are clear on core skills to be developed through L&T benchmarks.
- ✓ L&T skills are developed through IDL, DYW and Leadership.
- ✓ Some work with colleagues within the ASG has taken place to develop L&T skills
- ✓ Staff have taken part in training through THC
- ✓ Progress towards NIF drivers and local priorities is communicated clearly and briefly

Impact:

- Listening & Talking skills are used throughout teaching.
Listening & Talking skills form part of the Literacy progressions used in planning
 - Focussed Listening and Talking skills are taught discretely and explicitly in IDL/CFE/Wider school.
 - Staff are now confident in extending the skills of L&T across the whole curriculum.
 - Attainment has increased across all years
 - Parental engagement has been active through L&T projects.
 - Peer assessment has been evident across the school.
 - Evaluation of the impact of the school's actions to improve excellence and equity, and achieve positive outcomes for all children and young people is clear
 - Strategies which have been successful in engaging children and young people, staff, parents and the wider community are highlighted
- Good progress was made in this area.

Next steps:

- **Focus** – Link Reading with L&T and Writing priorities.
- **Framework** – Familiarisation with Reading in THC framework
- **Skills** – Establish core reading skills to incorporate in progressions and planning
- **Opportunities** – Provide specific opportunities for reading in school
- **Training** – Attend THC Literacy for all training
- **Attainment** – Raise attainment in P1/4/7
- **Assessment** – Develop school assessment procedure for reading (P1/4/7)
- **Tracking** – Tracking literacy challenges and provide targeted and Universal support.
- **Moderation** – Moderation dates for reading with ASG
- **Parents** – Share Reading skills with parents and receive feedback through questionnaires
- **Workshop** – Specific Literacy workshops for parents to support and enhance reading skills
- **Pupils** – Actively involved in Reading and provide Pupil Voice to enhance reading

Purpose:

A 3 year IDL plan is used for the whole school which provides a wide range of IDL projects across different areas of the curriculum. Each IDL project has a specific Curriculum focus which provides a breadth of learning across the 3 years. Each IDL project includes opportunities for Literacy and Numeracy which are taught as units to complement the IDL focus. We needed to look at incorporating HWB into IDL planning and create a pathway for discrete teaching units.

Progress:

- ✓ Staff team have taken on leadership opportunities such as Rights Respecting schools and charity events.
- ✓ Delivery of HWB has improved for multi composite classes by using set programmes.
- ✓ The profile of HWB has been raised across the school.
- ✓ More links with partners have been established to support HWB teaching.
- ✓ HWB is now part of Homework and part of High Quality assessments so parental engagement is encouraged.
- ✓ Assessment material are in place for HWB through target setting and termly profile tasks.
- ✓ Termly assemblies focus on HWB and Citizenship units to support HWB.

Impact:

- Teachers have a clearer idea of the components of HWB, This has supported Learning, Teaching and Assessment.
- HWB units are taught at the correct level for composite classes.
- HWB targets are set each term and reflected on throughout the school. T
- Pupil voice has been captured through self-evaluation and HWB teaching.
- Overall positive behaviour and school ethos has increased. High expectations and attainment will increase.
- E&Os are part of IDL pathway and discrete pathway.
- Rights Respecting group has been established and bronze awarded. We are on track for our silver award.
- Good progress was made in this area.

Next steps:

Focus – Numeracy Progression and Pathway to be reviewed

Updated – 3 year Pathway to cover units of work

Review – Core Numeracy skills to be taught using benchmarks

Teaching – clear indication of balance for Core skills and unit maths

Attainment – raise attainment for P1/4/7

Framework – review teaching, learning & assessment of Numeracy

Training – Staff to complete THC training for numeracy

Assessment – review of assessment materials and calendar

Parental involvement – High Quality assessment and Parental workshops

Moderation – to take place with ASG schools

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 and with targeted interventions across Literacy, Numeracy and HWB.

Wider achievements

Coileanaidhean nas fharsainghe

IN SCHOOL:

- All pupils had opportunity to Dance, Sing and perform with specialist partners and presented a play to the local village
- All pupils have provided a variety of open afternoons to showcase work and projects
- All pupils have been part of a Science roadshow
- P1-3 have completed Kodaly.
- P3-4 have completed a 6week outdoor learning programme with local partners
- P4-4 have been active members of the community and involved in an intergenerational gardening project.
- P6 took part in a 4 week water sport programme at Loch Insh
- P6-7 have completed their Highlife Highland leadership award
- P7 have completed VABs volunteering programme
- 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 taken part in school shinty events
- P3-5 have taken part in soccer skill camp and competitions
- Several pupils participated in the McRobert Cup for athletics
- P5-6 have taken part in The A9 Academy Road Safety
- The school has completed their Bronze award for Rights Respecting Schools and working towards Silver
- The school is working towards Bronze award for Reading Schools
- 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 competed in dance & gymnastic events in Highland
- Several pupils are part of Scouts and Guides

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghaichean, 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
- Garden

What would you like to see next?

- Even more outdoor learning
- More free play
- Continue topic Homework
- More Gardening
- Safer parking
- 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
- 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
- An outdoor/indoor reading area with books and seating.
- We could have more HWB games set up
- We could build a friendship area in the grounds
- We could have a drama area in the school
- Leadership roles need to be fulfilled - maybe share across the school

Stakeholders Voice

What is going well?

LOCH INSH – P6 water sports 4 week programme works well
The end of term session for final year students is also working well.
The discounted season pass for the children to use the 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 was well received by the community
Great that school get the Importance to involve them at a young age in developing community life/spirit through projects

What would you like to see next?

LOCH INSH - We would like to continue our water sports programme and extend outdoor ed to younger year groups.

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.

The importance of involving them in the decision-making process where possible – the children have a good response to questions and ideas	Work jointly with the wildlife park with their community projects. They are keen to do this.
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Staff Voice

<p><u>What is going well?</u></p> <ul style="list-style-type: none"> • 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 • Rely on each other for support as such a small staff. 	<p><u>What would you like to see next?</u></p> <ul style="list-style-type: none"> • Increased PSA support • Work with wider range of partners • Security • Consistent staffing • Staff reassurance of posts and contracts
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Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

	ELC	PRIMARY
QI 1.3 Leadership of change	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 – Raising attainment in Reading
- 2) NUMERACY – Raising attainment in Numeracy

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website www.alvieprimaryschool.co.uk or by contacting the school office.