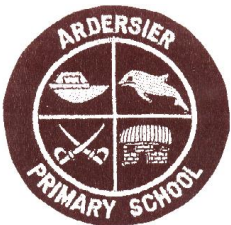




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

ARDERSIER PRIMARY SCHOOL



Caring, Supportive, Confident

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%



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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

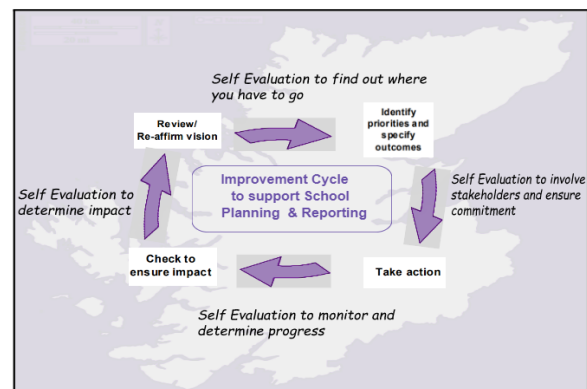
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Head Teacher Karen MacMaster
School Ardersier Primary School



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School Profile

Pròifil na Sgoile

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

Attendance 92.1%	Average Class Size 18.7	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 111 (+ 22 nursery)	Teacher Numbers 8	Pupil Teacher Ratio 14.2
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N3 41%	N4 59%	P1 13%	P2 13%	P3 13%	P4 14%	P5 18%	P6 13%	P7 15%
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SIMD Q1¹ 0-10%	SIMD Q2 60-70%	SIMD Q3 0-10%	SIMD Q4 30-40%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 70-80%	No FSM 20-30%	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
Majority	Majority	Most	Majority

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language



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Ardersier Primary School is located in a rural, coastal setting serving the local community of Ardersier to the East of Inverness, on the shores of the Moray Firth.

There are 111 children attending the school and 22 children in nursery, ranging from N3 - P7. P1 - 7 are taught in composite classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Ardersier Primary School and is supported by a principal teacher.

Attainment and progress will be expressed in specific year groups or Curriculum for Excellence levels.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. The majority of children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision, Values and Aims, chosen and agreed by pupils, parents and staff.

Aims

Our aim is for the children of Ardersier Primary to feel Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included as a member of the school and wider community.

Values

caring, supportive, confident

Vision

In Ardersier Primary we persevere to be hard working, resilient and brave. We are loving, confident and value everyone with respect, helping us to be happy, honest and enthusiastic. #TeamArdersier



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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:

Curriculum Rationale What our Curriculum at Ardersier Primary looks like.

Purpose:

To begin to create a curriculum rationale that reflects the needs of the whole school.

Progress:

- ✓ Focus on 'What are the key ingredients for consistent high quality learning in Ardersier Primary?'
- ✓ Shared understanding of what a high quality lesson includes linking to the moderation cycle
- ✓ Staff training on Success Criteria/Learning Intentions, Pace and Challenge, Differentiation, Questioning, Feedback, Retrieval Practice,
- ✓ Termly attainment meetings document progress, achievement of a level and identify need for interventions
- ✓ Developed understanding of moderation linking to ACEL including opportunities to share this work across the ASG
- ✓ Opportunities to work together as staff on development of high quality assessment planning
- ✓ Streamlining long, medium and short term planning which reflects experiences and outcomes and benchmarks for all the curricular area
- ✓ Parental feedback positive on individual progress but concern around gradings in inspection report
- ✓ Pupils are aware of what good learning looks like
- ✓ Self evaluation for 2.3, 2.2 and 3.2 highlights progress and next steps

Impact:

- ✓ HMIE inspection report – areas for improvement in 2.3 and 3.2 has provided the overall plan and direction for the development of the curriculum rationale and how this is underpinned
- ✓ We have worked against all the areas highlighted in the inspection report to allow us to further develop our Curriculum Rationale in next session's SIP
- ✓ A3 visual created which is displayed in all classes reflecting what the key ingredients for consistent high quality learning in Ardersier Primary looks like. Class teachers refer to this.
- ✓ All staff have shared understanding and accessed training and have access to resources based on what a high quality lesson looks like, linking to the moderation cycle
- ✓ All interventions progress documented on Form 1 and improvement in attainment reflected in discussions with class teachers and ACEL data
- ✓ Almost all teachers have worked together and also with staff in other schools to moderate writing using the benchmarks. This has led to increased confidence in valid and reliable judgements.
- ✓ High Quality Assessment template has been created and used across the school with links to Global Goals and UNCRC which reflects children's learning and how it is assessed and applied in an unknown context
- ✓ Planning overview for all the curricular areas is used and will be further developed next session
- ✓ Discussion around attainment and achievement at Parent Council highlights need for increased awareness around what this means from parents. Newsletters and sharing of information to ensure parents are informed.



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- ✓ Majority of pupils use the language of learning and know their next steps across the school
- ✓ Satisfactory progress has been made in this area which will continue to ensure it becomes embedded in all classes across the school

Next steps:

SLT and peer observations will support continued reflective practice

All staff will use and build on training around what high quality learning looks like in Ardersier Primary, based on the moderation cycle

Planning overview and formats will include progression in all curricular areas

Tracking and assessment will be becoming embedded in practice reflected in Annual Self-Evaluation (including assessment and moderation) Calendar

Further develop information sharing process with parents around attainment and achievement

Self evaluation to formally include child and parental voice on a regular basis

School Priority:

Play Pedagogy across the school

Purpose:

To ensure that high quality learning offered in ELC can continue to be extended in P1 and across the school to support and develop children's learning through play pedagogy.

Progress:

- ✓ Play pedagogy is very good in ELC and across the school it is satisfactory
- ✓ Almost All staff have an understanding of play pedagogy and are implementing play and active learning which is stimulating and enjoyable and linked to Experiences and Outcomes and Benchmarks
- ✓ Most staff have accessed training on play pedagogy with a need to further develop this across the school
- ✓ Parents in school have a limited awareness of the importance of play in children's learning

Impact:

- ✓ Online training has been available and strategies are used in all classes to support active learning through play in some curricular areas. The training has enabled staff to implement the strategies in classes.
- ✓ Almost all staff need to develop confidence in using play to support teaching and learning.
- ✓ Baseline and continued reflection on play pedagogy evidenced through self evaluation at Early Level. Self evaluation evidence highlights need for increased pace and challenge and also to ensure consistency of approach across the school
- ✓ Majority of classes use resources at early level which reflect research and understanding of play pedagogy
- ✓ Majority of children's attainment in literacy has increased
- ✓ Satisfactory progress has been made in this area.

Next steps:

Continued self evaluation across the school on learning through play

Resource identification to support teaching and learning

Pupil and parental views gathered, analysed and acted on to support play pedagogy development across the school

PEEP sessions to be introduced next session



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School Priority:

ELC – Developing the Outdoor Learning Curriculum, including the Environment

Purpose:

To ensure the outside environment reflects the indoor space to support high quality learning and teaching

Progress:

- ✓ Our outdoor learning curriculum including environment is now offering natural resources, including loose parts. These loose parts have been extended further to support gross motor and physical play. We have installed a climbing frame and a music wall.
- ✓ Our outdoor learning curriculum including environment is allowing for increased family engagement through collaborative working with families in continuing to develop our outdoor space. We are also using an environment map.
- ✓ We are extending our outdoor learning curriculum and environment by having some of our infant assemblies outdoors, using the outdoor classroom too.
- ✓ We are using an effective planning cycle which is responsive to pupil needs. We are also promoting literacy through our literacy shed.
- ✓ The children risk assess their outdoor area during circle time each morning.

Impact:

- ✓ This improvement has enabled the children to independently extend their learning in the outdoor area.
- ✓ Learning has been enhanced through our outdoor area by providing rich learning experiences based on best practice.
- ✓ Developmental overviews and Learning journeys are showing an increase in learning and enjoyment in our outdoor area.
- ✓ Self-evaluation linking to Q.I's are highlighting next steps.
- ✓ Good progress has been made in this area.

Next steps:

Continue to review relevant policies and use of Highland Council Environment audit.

Continue to develop our growing area.

Implement a specific progressive framework for our outdoor learning curriculum including environment.

Replace some of our outdoor equipment including water tray and hose

Continue to further develop our music area by adding resources such as tins and a number line and repositioning some of our other areas, such as the mud kitchen.

Continue to embed literacy throughout our outdoor area by having space specific language on display.

Display work from our art area.



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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Whole School Nurture

Identified children participated in the creation of groups focusing on emotional wellbeing and the impact of trauma on their own behaviour. All children able to identify need for self regulation strategies and working on these using restorative language. Relax Kids, Emotion Works and the 5 point scale and the Wellbeing Wheel and Leuven Scale provided evidence and a focus for intervention. Children took pride and ownership in their involvement of group construction – this was scaffolded by CSW and supported by CT. PEF children were the focus but another group were also included as role models or due to individual additional need.

Children took on leadership roles to support lunchtime groups which allowed for PEF and other children to be further supported by their peers.

Parental Engagement

Parents and Carers engaged in challenging conversations and work positively with the CSW, and ultimately all school staff

Parents become involved in leading and participating in group activities.

CSW worked with individual parents to maximise income and identify financial support and signpost to third party organisations.

Literacy and Numeracy Interventions

All PEF children working at an increased level in literacy and numeracy. PA and Numeracy assessments highlight increased attainment. Almost all PEF children who have had spelling age assessed have increased by at least 6 months.

Most children are working within the expected level.

Wider achievements

Coileanaidhean nas fharsainghe

This session at our Weekly Award Assemblies success is celebrated for kindness, weekly achievement, wider achievement and also achievements linked to sports or other activities in the school calendar. All children throughout the school have achieved weekly achievement awards and kindness hearts. The majority of children have achieved an OWL (Our Wider Learning) award. The majority of children have celebrated other achievements linked to participation in a sporting event, musical, community participation



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event. This session all of the children have had the opportunity to participate in activities outside of the school environment including visits to museums, local walks, engagement with other agencies who provide activities, residential school trip.



Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

'A lovely little school where you get a real sense of caring, it's always a pleasure to be here.' *Out There*

'Proud of everything! I am so pleased my children are happy and achieving,' *Parent*

'It is such a pleasure to be part of such a positive, caring and nurturing environment.' *Class Teacher*

'I loved seeing how supportive and kind they all were to each other.' *Parent*

[CYP Learning and Teaching Framework Consultation 1 - Ardersier.pdf](#)



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Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We continue to have the building of a consistent staff team as a priority across the ELC and school, as for the past 5 years there has been ongoing staff changes.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Curriculum Rationale - What our Curriculum at Ardersier Primary looks like.
- Moderation Collaborative - Assessment and Moderation
- National Writing Improvement Framework

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 [Ardersier Primary SIP 2024-25.pdf](#)

or by contacting the school office.



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