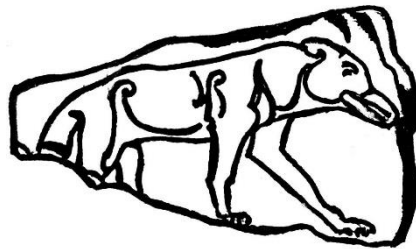




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

ARDROSS PRIMARY SCHOOL



Introduction: Local and National Context

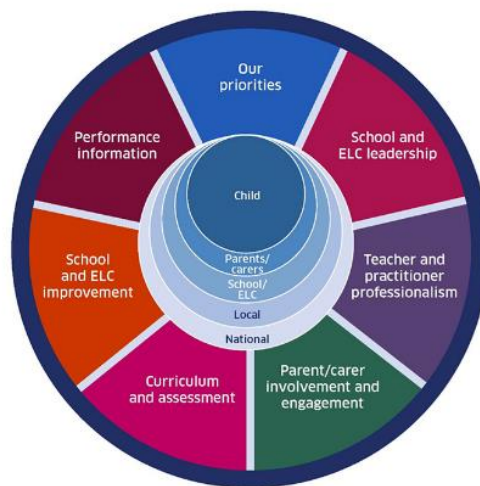
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

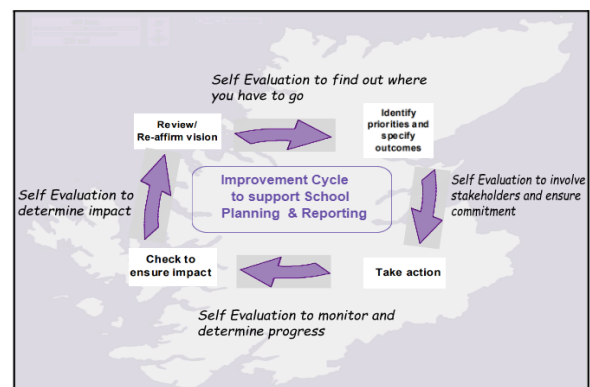
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Gillian Winter
Head Teacher

Newmore and Ardross Primary Schools

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 93.3%	Average Class Size 13.5	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 27	Teacher Numbers 3	Pupil Teacher Ratio 10

Ardross Primary School is located in a rural setting serving the local community of Ardross, near AIness.

There are currently 27 children attending the school ranging from P1 - P7.

P1 – 4 are taught together in a multi-stage class and there is a separate multi-stage class for P5-7.

The headteacher has overall leadership responsibility for Ardross Primary School and Newmore Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

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

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Satisfactory progress	Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Reach for the stars and you can achieve anything!

Achieving

Raising attainment

Dedicated

Responsible Citizens

Our friendships grow

School pupils contributing

Smashing times

Ardross Primary School aims to:

- To promote a positive school ethos and culture where pupils, staff, parents, outside agencies and wider community work together to create a school we are all proud of.
- To promote achievement in its widest sense in order that pupils can develop skills and attitudes which allow them to become successful learners, confident individuals, responsible citizens and effective contributors.
- To promote a positive ethos which ensures that children develop positive attitudes, a sense of caring and concern for others and responsibility and independence.
- To deliver a broad, balanced and differentiated curriculum within the Curriculum for Excellence which promotes equality of opportunity and allows children to progress appropriately at their individual rates.
- To provide opportunities to improve and develop according to needs and against the background of school priorities identified in this Standards and Quality Report and addressed in the School Improvement Plan.
- To contribute to and benefit from close links with our partner schools in the Alness ASG

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

Purpose: To work as an Associated Primary Group (ASG) to ensure that our writing pedagogy, along with assessment and moderation practice is collegiate, transparent and of high quality to inform next steps for pupils.

- Increase achievement and attainment for all pupils in literacy
- Increase staff confidence in teaching of writing
- Consistent moderation across school, cluster and ASG

NIF - Improvement in attainment, particularly in literacy

NIF - Curriculum and Assessment

HC - We will ensure the highest quality of learning and teaching for each, and every learner.

Progress:

Content:

1. Establish baseline information from trackers based on benchmarks, ACEL, SOFA, NSA data, and update throughout year. Evaluated against QI 2.2.
2. Moderation & Writing Pedagogy sessions, across school and ASG. Working Groups established across ASG to improve learning and teaching of writing.

Impact:

Whole School Tracker established and updated to include this information. SOFA/NSA completed for all pupils.

Good progress made in this area, all staff completed.

ASG calendar was agreed for INSET and Twilight sessions. All staff attended all for both ASGs. All staff engaged and used BR book 'Power Up Your Pedagogy'.

All staff attended training sessions with Stephen Graham writing and have exposed learners to PM writing this year using the strategies from SG writing sessions. Pupils are more confident in their approaches to writing in different genres.

Writing rubrics were researched and these and other assessment tools were implemented by CTs. This has increased confidence in assessing writing and work will continue next session with HC Moderation Team to finalise assessment tools.

Learning Intentions, Success Criteria, Differentiation within writing lessons also discussed with groups. Good progress made in this area.

3. SMT to train, implement and update Literacy for All Tracker using assessments in line with Moderation calendar and WTA.

SMT have completed Literacy for All assessments for fast-tracking pupils in P6-7. Teachers are confidently using tracker to collect data and make predictions. Most assessments are now undertaken in class. Assessments for spelling and other literacy areas are now in line with those used by profile. Staff are more confident in use of tracker and data provided and all CTs will attend Literacy for All training next session. Evidence collated from within the LfA trackers are currently being moderated by Literacy Development Officer to ensure SMT are confident in identifications. Good progress made in this area.

Next steps:

2.
 - Term 1 24/25 small working group to complete moderation task of writing assessment rubrics for ASG and these to be implemented by all schools.
 - WTA agreed to provide INSET time and Twilight sessions for working groups to continue across ASGs.
 - Academy staff to be included to allow cover for learning visits to observe literacy lessons across schools and both ASGs.
 - Stephen Graham CPD sessions to be attended by all teaching staff.
 - Teachers will attend National Improvement Writing Programme
3.
 - All teaching staff will attend Jenny Wilson (LDO) training for Literacy for All so that it is further embedded across the schools/cluster. LDO will continue to moderate tracker evidence to ensure informed and correct identifications are made.



Purpose:

To provide a coherent approach to ensure that our children's learning and attainment is shared effectively. Online profiles will allow our children to have ownership for, and share their learning, through an online platform.

Children and families will have a clearer understanding of their learning journey and there will be range of evidence to demonstrate learner achievements.

Progress:**Impact:****Content:**

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Design a Google Site as a digital platform for P1-7 profiles. Discuss and decide on template. Develop IDL through whole school topics. Review current planner, plan in stages whole school topic and High Quality Assessment Tasks. | <p>Google site designed and template agreed. Profiles already used in school with profile sharing afternoons and Seesaw used daily to share learning. This has continued. Unsatisfactory progress was made with this due to time constraints.</p> |
| <ol style="list-style-type: none"> 2 Teaching staff to work alongside pupils to generate personal profiles. | <p>Children are having learning conversations and setting targets</p> |
| <ol style="list-style-type: none"> 3 Effective Profiling and Reporting self evaluation challenge questions 2.2, 2.3, 2.4, 2.6 | <p>Pupils are taking ownership of their profiles and selecting work to include in them.</p> |
| <ol style="list-style-type: none"> 4 Parent Engagement Session | |
| <ol style="list-style-type: none"> 5 Learning Conversations and Effective Feedback in writing | |
| <ol style="list-style-type: none"> 6 Teaching Sprints | <p>This did not progress and will continue to be rolled out in 24/25</p> |
| <ol style="list-style-type: none"> 7 Staff to work in partnership with pupils to develop effective use of profiles in class. | |
| <ol style="list-style-type: none"> 8 SMT moderation of profiles across all stages | |
| <ol style="list-style-type: none"> 9 Parental Engagement – Review digital profiles | |
| <ol style="list-style-type: none"> 10 Pupil Engagement sessions – Pupil Voice | |

Next steps:

- 1 Teaching staff to work alongside pupils to generate personal profiles. (P5-7 staff and pupils then roll out to whole school with pupils from p5-7 as digital leaders)
- 2 Effective Profiling and Reporting self evaluation challenge questions 2.2, 2.3, 2.4, 2.6
- 3 Parent Engagement Session
- 4 Learning Conversations and Effective Feedback in writing
- 5 Staff to work in partnership with pupils to develop effective use of profiles in class.
- 6 SMT moderation of profiles across all stages
- 7 Parental Engagement – Review digital profiles
- 8 Pupil Engagement sessions – Pupil Voice

Purpose:

As a national priority and being part of the NIF, placing the human rights and needs of every child and young person at the centre of education is a key driver for school improvement. To achieve Bronze Award in Rights Respecting Schools (Rights Committed)

Progress:

1 Notified school community that we are working on the RRSA.
Set up Pupil Steering Group – Pupil Council

2 Familiarise pupils and staff with UNCRC during lessons and whole school assemblies – article of the fortnight.
Shared with parents to engage discussion at home.
Class and Playground Charters displayed.
Complete school questionnaire

3 Steering Group – pupils to lead assemblies and create posters about RRS.

4 Celebrate World Children’s Day

5 Review school practice against checklist

Impact:

School signed up to the Rights Respecting Schools UNCRC website.
Pupil Council set up as steering group.

Children aware of UNCRC and Articles.
Articles visible in class and playground. Shared with parents and parent council.
Playground and class charters, school questionnaires were not completed due to time constraints

Learning of Rights and UNCRC discussed at HT assemblies. Pupils did not lead assemblies

Cluster Planning was not completed

Bronze Award not completed
Unsatisfactory progress made in this area.

Next steps:

- 2 Familiarise pupils and staff with UNCRC during lessons and whole school assemblies – article of the fortnight.
Shared with parents to engage discussion at home.
Class and Playground Charters displayed.
Complete school questionnaire
- 3 Steering Group – pupils to lead assemblies and create posters about RRS.
- 4 Celebrate World Children’s Day
- 5 Review school practice against checklist – complete Bronze Award and begin Silver



Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

N/A

Wider achievements

Coileanaidhean nas fharsainghe

Assemblies, UNCRC/RRSA Bronze, Pupil Council, JRSO, Digital Leaders, ICT FC weekly sessions, Cluster visits, Swimming sessions, Ross-shire School Sports Association – County Sports, Cross country, World of Work Week – Wind Farm, RNLI, Emergency Services, Kildermorie Estate, Mull Hall Care Home, Winter Running Series, Lord Lieutenant's Awards, Fyrish Walk, Studio Lambert – Traitors, ASG Activities – Edinburgh Trip, Highland Games, Transition, Resilient Kids, School Sports, Community Burns Supper, Open Afternoons

Comments from learners, families, stakeholders and staff

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

Continue to have opportunities to meet up with others working at a similar stage - reassuring and with the view to create something that is consistent across the ASG

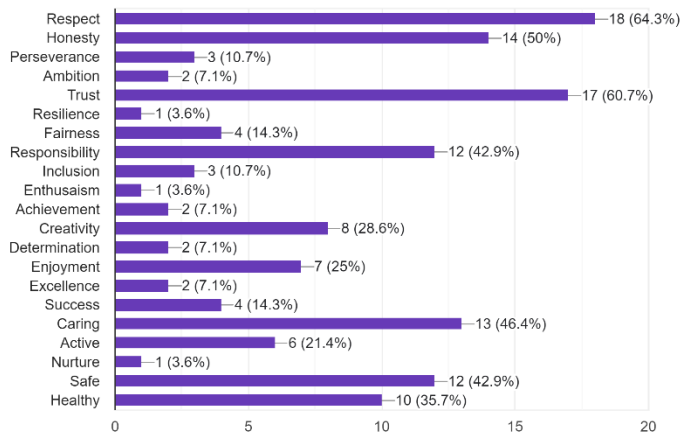
It is really valuable being able to engage in dialogue with fellow teachers. Going forward, it would be really good to see some time set aside in the WTA to facilitate more of this; perhaps not with a particular focus, just a time that people know they have to catch up with their colleagues, share ideas, discuss what is going well/not so well in class etc.

More Learning Visits and general stage twilights to share good practice.

I like my friends and I like my school

12. We would appreciate if you could select 5 words from the following options which you feel best shows you as a learner, here in Newmore Primary.

28 responses



Fantastic school and the teachers go above and beyond. They take such good care of my child.

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:

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

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 Raising attainment in Numeracy with focus on Mental Maths

2 Raising attainment in Literacy

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:-

[Ardross Primary School – Reach for the stars and you can achieve anything! \(wordpress.com\)](https://www.ardrossprimaryschool.co.uk/)

or by contacting the school office.