

Auldearn Primary School and ELC

Standards and Quality Report 2023-24

AITHISG INBHEAN IS CÀILEACHD



'Auldearners are Learners'

Introduction: Local and National Context

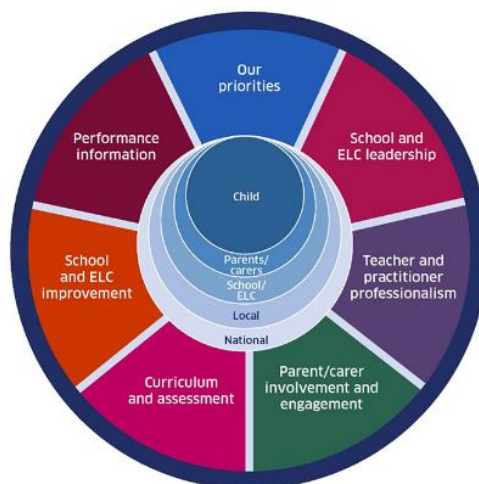
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

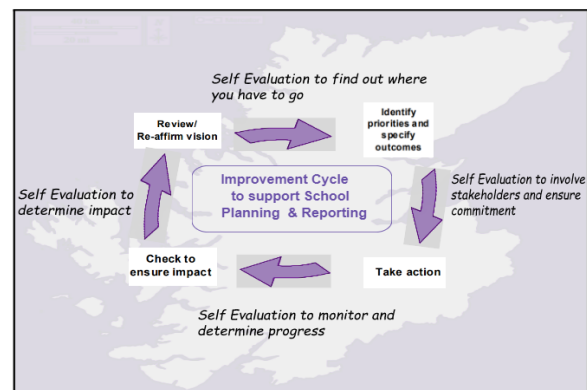
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Karen Innes
Acting Head Teacher
Auldearn Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.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 94.27	Average Class Size 27.43	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 236	Teacher Numbers 11	Pupil Teacher Ratio 17.4

N3 %	N4 %	P1 12%	P2 16.1%	P3 12.5%	P4 15.1%	P5 16.1%	P6 15.1%	P7 13%
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 30-40%	SIMD Q4 50-60%	SIMD Q5 0-10%	Unknown 0-10%			
ASN² 40.41%	No ASN 59.59%	FSM³ 11%	No FSM 89%	EAL⁴ 0-10%	No EAL 90+%			

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

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Almost all	Almost all

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:

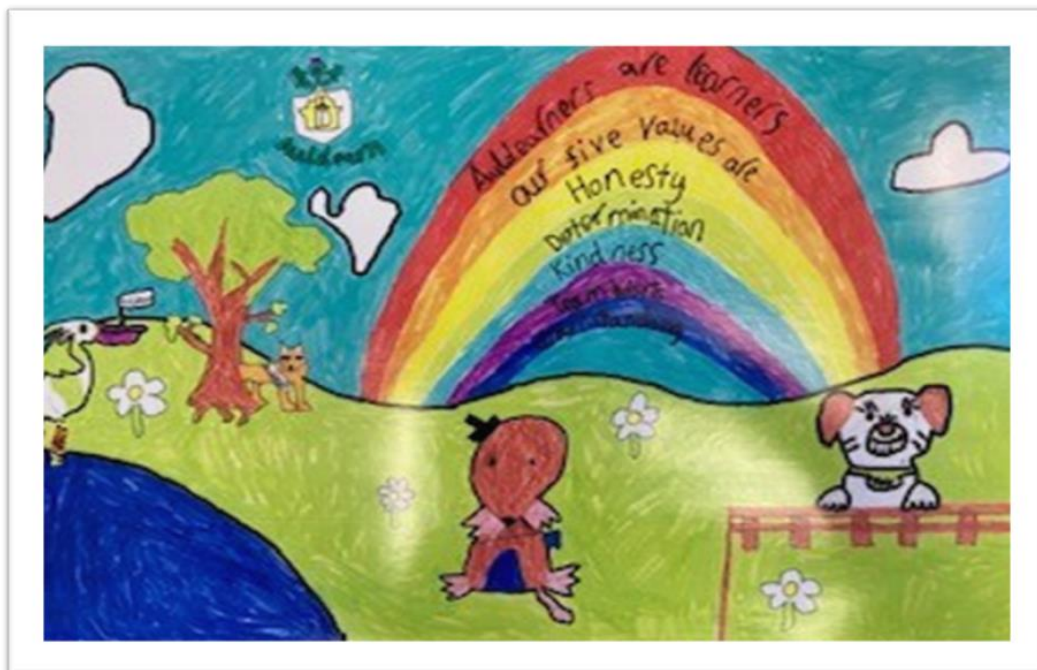
TEAMWORK HONESTY KINDNESS UNDERSTANDING DETERMINATION

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 2023-24

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: Improving Attainment in Writing

Purpose:

Our 2022-23 ASG moderation, teacher judgement and ACEL data indicated that our writing attainment could be improved. A staff survey on teaching writing highlighted the need for a more progressive and consistent approach across the school for writing and grammar. Not all of our staff were trained in Talk for Writing so there was a lack of consistency. We aimed to create an overview to ensure all genres are taught several times across each level, to refresh all of our staff in the Talk for Writing approach and to provide opportunities for planning and moderation across stages.

Progress:

- ✓ All staff and PSAs have now attended two Talk for Writing workshops.
- ✓ A cross-stage working group was set up to devise a whole school writing overview in accordance with Talk for Writing approaches and inter-disciplinary planners.
- ✓ We allowed opportunities for collaborative planning, assessment and moderation of writing as part of the WTA.
- ✓ Staff had opportunities to observe each other and feedback
- ✓ Baseline assessments, termly writing assessments and NSA/ SOFA standardised assessments have been completed.
- ✓ A survey was conducted to collate staff views
- ✓ Learning conversations held with children to discuss progress and next steps.

Impact:

- ✓ Teachers and PSAs use the same strategies and terminology so there is more consistency
- ✓ All genres of writing are taught over a year and several times over a stage, ensuring there are no big gaps in learning
- ✓ All staff are using Talk for Writing strategies consistently across the school and there is a better understanding of benchmarks and achievement of a level expectations
- ✓ Assessment data shows that our writing attainment has improved at all levels
- ✓ Staff feedback indicates that there is more enthusiasm for writing and that standards are improving
- ✓ Most children are able to talk about their progress and with help can identify new targets. Many are proud to show their work (particularly story maps)

Next steps:

- continue to embed Talk for Writing strategies and build on what has been achieved this year
- consider ways of using Talk for Writing strategies in other curricular areas
- ensure any new staff receive Talk for Writing training
- encourage moderation of writing assessments
- add Literacy Road Maps to digital profiles

School Priority: ASG Action Plan – Numeracy and Mathematics

Purpose:

Please detail the information/data which has prompted this work:

Practitioners in the Nairn Associated Schools Group (ASG) have worked collaboratively during the 2021/2022 school session to develop the principles of planning for high quality assessment and strengthen teacher judgement. Through ongoing self-evaluation with practitioners, the following areas have been identified as a priority for shared improvement during the 2023/2024 session:

- Planning for progression, strategies and assessment in Numeracy & Mathematics
- Reviewing prior learning
- Effective feedback

Progress:

✓ 4 collegiate sessions with colleagues from the other primary schools.

✓ Staff given the opportunity to share school assessment resources.

✓ Staff given the opportunity to share their knowledge around the use of manipulatives to support the teaching of numeracy and maths.

✓ All staff had the opportunity to engage in practitioner enquiry using 'Power up your Pedagogy' and then feedback to colleagues.

Impact:

✓ Feedback from staff evaluation indicates that the opportunity to share professional learning is worthwhile and that people can learn from each other.

✓ Feedback from staff indicates that the opportunity to review work and discuss achievement of a level collegiately is 'encouraging' and many felt more confident about making these judgements.

✓ Staff have been using resources and ideas shared by other colleagues for example, Numicon in upper stages and for challenging as well as supporting learners.

✓ Evidence of 'Daily Review' being seen in lessons, jotters and heard in questioning and discussion.

Next steps:

- Share professional learning and practitioner enquiry to develop effective feedback.
- Engage in practitioner enquiry with a focus on interventions, challenge/ problem solving and number fluency
- Track progress by adding metaskills trackers to digital profiles

School Priority: Achieving Rights Respecting Schools Bronze and Silver Accreditation

Purpose:

Over the last few years, we have worked hard to develop our new Promoting Positive Relationships Policy and promote our new school Vision and Values making considerable progress in embedding this through our school community. We already have a strong Pupil Council and Eco Committee and several class teachers have been teaching the Global Goals and Children's Rights. We recognised the need to ensure that there is consistency in promoting these across the school in a way that is meaningful, age appropriate and progressive across the different levels. We considered that the UNICEF Rights Respecting Schools programme was a structured way of pulling all this together as a whole school community project.

Progress:

- ✓ We organised a RRS steering group which met once a month.
- ✓ We conducted pupil and staff questionnaires.
- ✓ We held monthly assemblies to introduce the Article of the Month.
- ✓ We held monthly assemblies to showcase learning of that month's article.
- ✓ We created displays around the school and updated them regularly.
- ✓ We set up a RRS Google classroom.
- ✓ We update Facebook/ Wordpress with the Article of the Month and learning related to this.
- ✓ We have incorporated Children's Rights into our Promoting Positive Behaviour policy.
- ✓ We used rights-based language in our discussions with children.
- ✓ We celebrate our school values at a monthly assembly where the children receive certificates.
- ✓ We have raised money for several charities throughout this school session, including Children in Need, MFR Cash for Kids and Nairn Beach Wheelchairs.
- ✓ We had rights-based theme for World Book Day this year.
- ✓ We provide our children with a wealth of opportunities for community engagement – Weekly walks to the woods, class assemblies, visits to care homes, monthly Community Café, Glee show, church visits etc.
- ✓ We achieved our Bronze accreditation and are well on our way to achieving Silver.

Next steps:

- Continue with monthly assemblies to showcase learning and introduce new articles
- Continue to embed the rights in our approaches to learning, teaching and promoting positive behaviour
- Continue to build up evidence to support our pathway to silver, which we would hope to achieve next session.

Impact:

- ✓ We have achieved Bronze Accreditation and are well on our way to silver.
- ✓ Our children are rights aware. They know about the articles and what this means for them and other children. This is evident in weekly assemblies which always start with a retrieval task.
- ✓ The UNCRC is becoming embedded in our school ethos. Evidence of this can be found in class/ school displays, school policies and in our learning and teaching.
- ✓ Our children have a choice in how they learn about the Article of the Month – evidenced in monthly showcase assemblies.
- ✓ Staff report that using rights-based language in restorative conversations is a positive.
- ✓ Through their charity projects, and exploring rights-based themes through fiction books, our children are aware that all children have these rights but that for some children it can be more difficult to have these rights met.
- ✓ Our parents and the wider community have a greater awareness of the UNCRC through social media, homework tasks and community projects.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The table below shows our 23/24 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 2024.	P7 – Both boys have made progress especially in reading and maths. This is evidenced in their NSA results. Other children also benefited from a new resource 'Fresh Start' to support with reading, writing and spelling. P6 – All children progressing well on 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.

Wider achievements

Coileanaidhean nas fharsainghe

Pupil Council - We have a very active Pupil Council who meet once a month. They have played an important role in helping us on our journey to achieve RRS accreditation as outlined above.

Community Café – Our P7 children are responsible for planning and running a monthly Community Café in our local village hall. The aim of the café is to provide opportunities for engagement with elderly members of the community. This has been a huge success. The Community Café is a 'giving back' initiative, but this year the children chose to raise fund for a local charity 'Nairn Beach Wheelchairs'. They have raised nearly £800 for this worthy cause!

Other 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 Inter school Sports.
- A wide range of music - Kodaly, Feis Rois, Brass Tuition, Fiddle tuition, Bag Pipe Tuition.
- Glee Club performed two fantastic shows
- P7 entered the Rotary Club Quiz

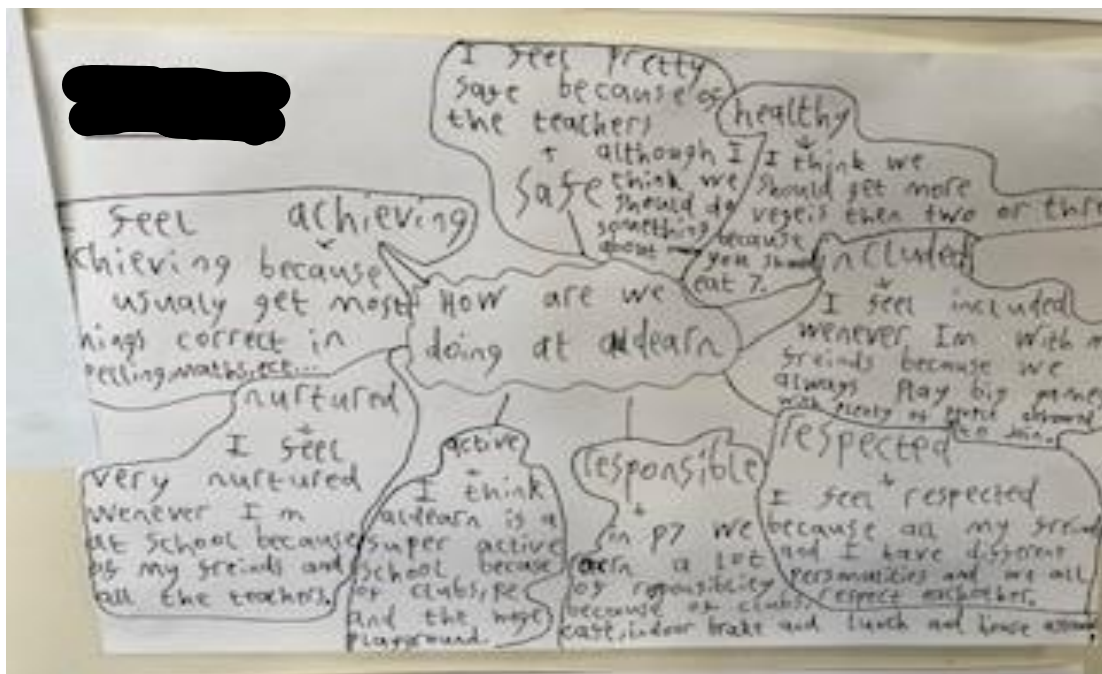
- Classes attended the Free Church for workshops about Easter, Harvest and Christmas.
- Creeping Toad –Storyteller came and worked with each class to develop story telling skills.
- P7 Lunchtime clubs
- P1 Nativity
- P4 Christmas visit to local care homes
- P4 – Burn’s Supper
- Out and About in Auldearn
- Park Ranger Wildlife Project
- P7 participation in Summer Fair
- Pupil Council Talent Show
- Paired Reading
- Buddies
- National Sports Week
- World Book Day
- Community Art Projects

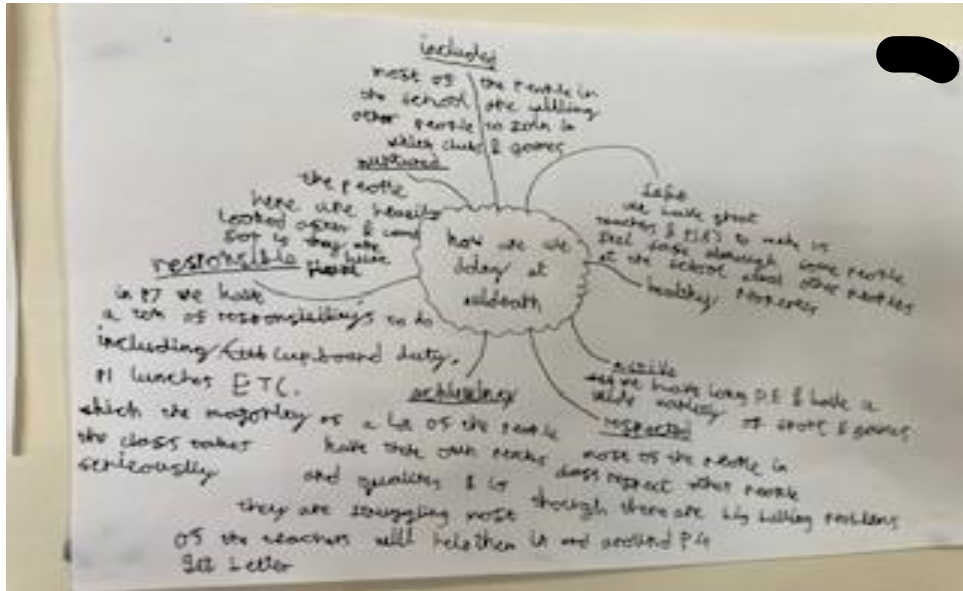
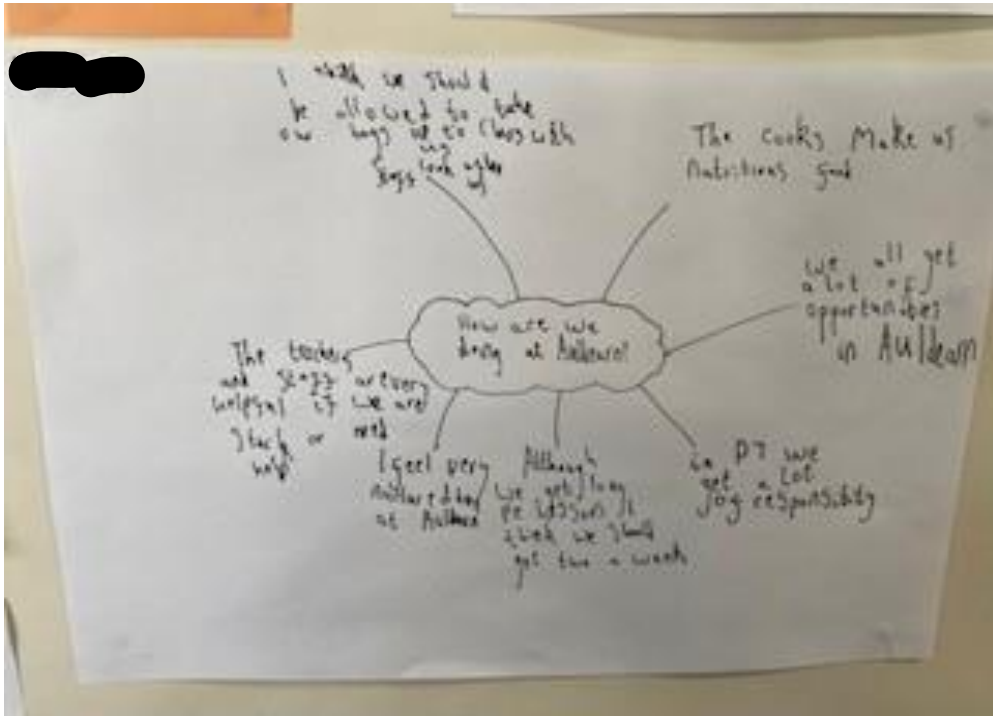
Comments from learners, families, stakeholders and staff

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

The photos and links below show the feedback we have had to our UNCRC and Promoting Positive Behaviour work.

Pupil Voice





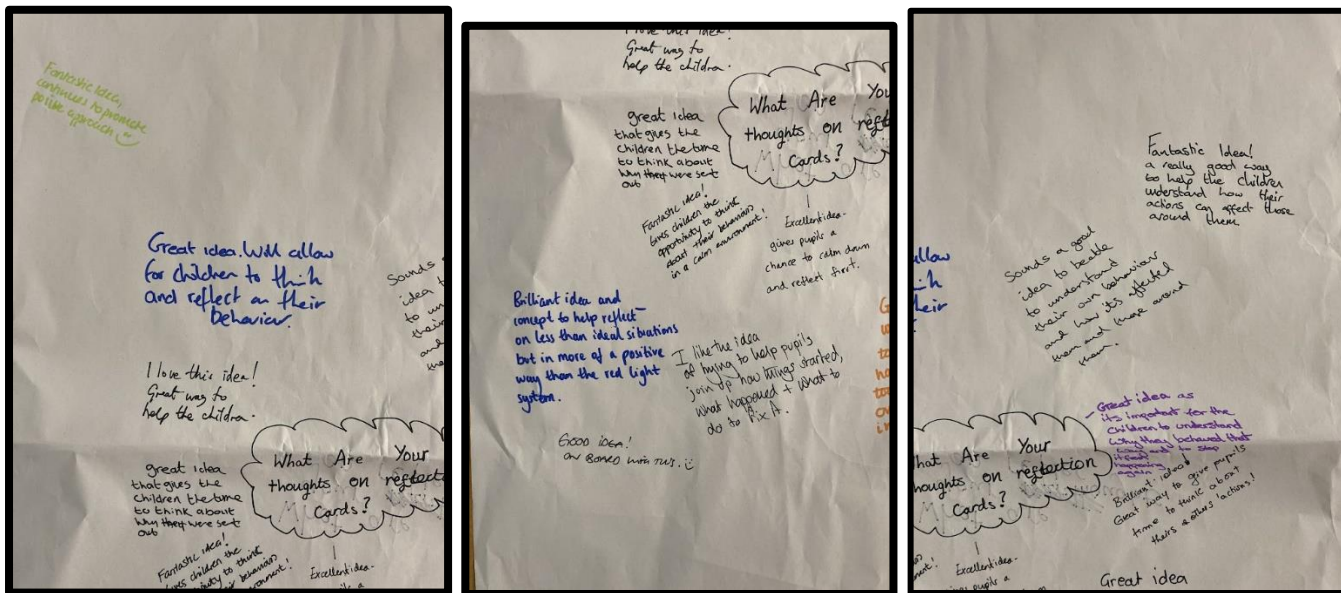
Staff Voice

Please click on the link to a Jamboard which shows our staff evaluation of our UNCRC work.

[UNCRC%20Evaluation%20May%202024%20\(2\)](#)

Parent Voice

Our Pupil Council children held a surgery at Parent's Evening to give information and collect views on our rights-based promoting positive relationships policy.



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. Developing a digital system of continuous pupil profiling
2. ASG numeracy focus – practitioner enquiry
3. Working towards achieving Reading Schools Accreditation

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

<http://auldearnprimary.wordpress.com> or by contacting the school office.