



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Avoch Primary School



HARDWORKING, RESPECTED, INCLUDED, HONEST, KIND

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.

Lynsey Third
Head Teacher
Avoch 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.

All primary schools to include

Attendance 94.5%			Average Class Size 25			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 300 + 53ELC = 353			Teacher Numbers 15			Pupil Teacher Ratio 19.4		
N3 6.8%	N4 8.2%	P1 11.3%	P2 9.9%	P3 10.9%	P4 13%	P5 11.3%	P6 12.2%	P7 16.4%
SIMD Q1¹ 0-10%		SIMD Q2 0-10%		SIMD Q2 10-20%		SIMD Q3 80-90%		SIMD Q5 0-10%
Unknown 0-10%		ASN² 30-40%		No ASN 60-70%		FSM³ 13%		No FSM 87%
EAL⁴ 0-10%		No EAL 80-90%						

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

AVOCH PRIMARY SCHOOL

Our Values



Successful Learners

We want to inspire everyone to have a wide range of learning opportunities.

Confident Individuals

We want everyone to work as a team with the people around us.

Responsible Citizens

We want to include everyone with respect in our happy school.

Effective Contributors

We want everyone to have a say in how we learn.



AVOCH PRIMARY SCHOOL

Our Vision

To work in partnership to nurture every pupil of Avoch Primary and nursery to be happy, healthy and achieving - now and in their future life.



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:

Learning, Teaching and Assessment

Purpose:

This project has been developed in response to the National Priorities of closing the attainment gap between the most and least disadvantaged children and young people and improvement in attainment, particularly in literacy and numeracy. Local Authority Priorities and initiatives have also encouraged all primary settings to engage with new Literacy and Numeracy Frameworks to create a consistent delivery of learning across the region. Through staff self-evaluation, most staff have identified that the whole team would benefit from engaging with more current approaches to teaching reading and refreshing existing practice. We have also identified that our reading resources, particularly for Second Level, are dated and not engaging for our pupils. Staff will be given CLPL opportunities to attend further Local Authority Training around the delivery of the reading curriculum and will be provided opportunities to share good practice.

We will continue to embed Talk for Writing and engage in Non-Fiction Training this session. We will also continue to embed Wrap Around Spelling across the school.

Progress:

- ✓ All teaching staff have attended authority comprehension training. Purchased new Bug Club guided reading resources for P4-P7 and phonics books for P1-P3, as well as access to online resource.
- ✓ Almost all staff have attended the non-fiction Talk for Writing (T4W) training. Staff identified the pros and cons of T4W and identified what writing progression at Avoch Primary looks like.
- ✓ Most staff have attended literacy for all training and have used data to identify children that would benefit from a Literacy Profile. Our PT/ASNT has delivered collegiate sessions and supported staff to identify literacy difficulties that children may have.
- ✓ Staff, children and parents contributed to Curriculum Rationale – identifying what makes Avoch unique, what our curriculum at Avoch Primary looks like. Views gathered at parents evening, pupil council reps gathered pupil voice and collegiate time to gather staff view.
- ✓ Fiona Jamieson, CLO, delivered successful ASG collegiate on use of data and moderation of achievement of a level.

Impact:

- ✓ Almost all P4-P7 staff have started using the Bug Club resources with positive feedback, particularly on the use of the teaching questions/conversation prompts. The quality of pupil discussion has increased, and the pupils are enjoying the more relevant reading resources.
- ✓ From the feedback from staff, we have written our Avoch Literacy Policy,
- ✓ Increased understanding of specific literacy difficulties has allowed staff to identify where support needs to be targeted. Almost all staff are aware of the children in their class that require this support.
- ✓ Curriculum Rationale has been shared with staff and the parent council for feedback and will be ready to share with wider school community in August 2024.
- ✓ Most staff are confident in engaging with SOFA and NSA data and using this information to support planning of next steps in learning.

- ✓ Staff have experienced using writing moderation rubrics to support judgement of a level. Staff spent time looking at the writing benchmarks and increasing understanding of what this means.
- ✓ Through termly pupil progress meetings, staff are developing an understanding of P&A to track pupil progress and using consistent vocabulary across the school, e.g. will achieve, borderline, etc.
- ✓ All staff have engaged with the Literacy framework produced by Highland and are confident in accessing the available resources. The Numeracy Framework has been shared with staff and as it is similar to literacy documents, staff are ready to engage with this.
- ✓ Play pedagogy continues to develop in P1, with ELC supporting teachers.
- ✓ All ELC staff are beginning to increase their knowledge and understanding of literacy and numeracy Early experiences and outcomes and use knowledge to support with ELC planning.
- ✓ All EYPs have attended literacy training using the Highland Literacy Framework and have begun to use this document to support planning, assessment, tracking and monitoring in ELC.
- ✓ All EYPs have attended numeracy training using the Highland Numeracy Progression and are beginning to use this document to support planning, assessment, tracking and monitoring in ELC.
- ✓ Most staff are beginning to develop more confidence in using literacy benchmarks to identify children's progress through a level.
- ✓ The majority of staff have used the writing rubrics to assess a piece of children's writing work.
- ✓ Almost all staff are using consistent vocabulary when sharing evidence of a child's level during pupil progress meetings.
- ✓ Planning documents are consistently being used. After discussion and review with staff, some changes to literacy and numeracy plans will be in place from August, this will be in line with authority literacy and numeracy frameworks.
- ✓ Staff who have more confidence in play provision are sharing their expertise in other classes within the school.
- ✓ Almost all EYPs are becoming more confident when delivering high quality literacy and numeracy provision across the ELC setting.
- ✓ At termly Pupil Progress meetings almost all staff are aware of their key children's next steps in their literacy development. Almost all staff have developed confidence in their understanding of early level literacy development. Almost all staff have developed confidence in identifying next steps for pupils.
- ✓ At termly Pupil Progress meetings all staff are aware of their key children's next steps in their Numeracy development. All staff have developed confidence in their understanding of early level numeracy development. All staff have developed confidence in identifying next steps for pupils.

Next steps:

- New Literacy and Numeracy frameworks to be implemented in August 2024. Through QA calendar continue to monitor planning documents to ensure consistency and shared understanding.
- Avoch Literacy Policy to be shared with staff in August 2024.
- Assessment calendar and moderation to be in place for August 2024. Collegiate time to be allocated to moderation activities – reading, writing and numeracy.
- Continue to develop the use of literacy interventions to support children that are not yet achieving in literacy, as well as monitoring the impact. This will be led by PT/ASNT.
- Play pedagogy to continue to be a priority with ELC, P1 and P2 classes working closely to ensure high quality play experiences that will enhance learning and achievement.
- Engagement with new authority numeracy documents and training opportunities.
- ELC – Continue to develop staff confidence in using HLF. To continue to develop use of HLF to support planning.
- ELC – Develop working document numeracy tracker for ELC. To continue to develop use of HNP to support planning.

School Priority:

Equality, Inclusion, Diversity and Children's Rights

Purpose:

This project has been developed in response to the National Priorities of placing the human rights and needs of every child and young person at the centre, as well as providing an improvement in children's health and wellbeing. We are continuing the work we started in 22/23, to address the increased support that children require to access the curriculum and to continue to build children's resilience. Our recent work this year when engaging with 'Applying Nurture as a Whole School Approach' staff have identified that we need to continue to develop Nurture Principle 1 (NP1) – Children's learning is understood developmentally, which closely links with NP5 – All behaviour is communication. We have high levels of trauma across the school, with many parental bereavements some linked to suicide. As a staff we need to be equipped with the knowledge and skills to support the children that we work closely with. We have reviewed our V, V and Aim and our Promoting Positive Relationship Policy last session and are developing the use of restorative conversations across the school. We need to continue to ensure this embedded from nursery through to P7. We have identified that we need to increase pupil voice and participation across the school. We plan to do this through our RRS journey and by making time for meaningful pupil engagement through citizenship groups.

Progress:

- ✓ All staff attended Nurture and Trauma informed practice training, led by school Educational Psychologist.
- ✓ In March 2024 we achieved our Silver RRS Award.

Impact:

- ✓ Most teachers have embedded nurture into their classroom practice and have an understanding that all behaviour is communication.
- ✓ Most teachers have a deeper understanding of how trauma can impact the children in their class.
- ✓ Most staff and P1-P7 pupils show increased awareness of children's rights and are confident when discussing them.
- ✓ Our rights days across the school were a success in increasing knowledge and understanding of the different rights.

- ✓ Reviewed and revisited Promoting Positive Relationships Policy with staff, parents and pupils. Refresh approaches to restorative conversations with staff and children.
- ✓ Highland Wellbeing survey completed in May 2024.
- ✓ P4-P7 Bullying Survey completed in January 2024, and results shared with staff, parents and children.
- ✓ Pupil profiles and pupil voice – observation training carried out for EYPs, EYPs support P1 teachers with high quality observations. P2-P7 – time restrictions meant that pupils profiles were not reviewed.
- ✓ Citizenship groups were established and were successful in involving all children in an area of improvement across the school.
- ✓ Boxall Profiles introduced to staff and staff given time to complete for specific children in their class.
- ✓ Nurture groups and nurture breakfast club were successful in supporting children with Social, Emotional and Behavioural Needs.
- ✓ Homework questionnaire completed in November 2023 and results shared with parents.
- ✓ Most staff are consistently engaging in restorative conversations when required.
- ✓ Most teaching staff are following school policy consistently and most children are aware of it. The majority of PSAs are following the school policy consistently in the playground.
- ✓ Data to be collated and shared with staff, families and learners. The results were positive, most children scaled their answers 6+ on a 1-10 scale with 10 being strongly agree. The data from the wellbeing survey will form discussions with groups of pupils on how we can improve further.
- ✓ Assemblies and class lessons focused on addressing the key messages, particularly around children calling each other 'gay, lesbian, etc.' Whilst there have been less reports of these incidents to staff we will carry out the Bullying Survey again in January 2025 to monitor the impact.
- ✓ Monitoring of ELC pupil profiles show there are improvement in the quality of observations recorded by EYPs and the identification of next steps. Focused child pupil profiles in P1 have been very informative in identifying pupil progress and positive feedback has been received from parents.
- ✓ Citizenship groups were well received by all. Pupil Council – playground development with parent council, carrying out wellbeing survey, RRS – supported with achieving silver award, SNAG – fruity Friday, etc. The challenge of engaging all P1-P7 children was a pressure for some.
- ✓ All staff have completed at least one Boxall Profile and reviewed this. However, not enough evidence has been gathered to identify the impact the Boxall Profiles are having in supporting individual pupils in the classroom.
- ✓ The breakfast club provides the soft start support for children that have found coming to school challenging.
- ✓ Agreed guidance on homework shared with parents and staff. Homework will not be compulsory but will be available as optional for parents to support children in their learning.

- ✓ All EYP and PSAs completed National Trauma Training Programme Level 1 Trauma Training and are Trauma Informed Practitioners.
- ✓ All EYPs and PSA staff have developed their understanding of how trauma can impact behaviour and pupils they are working with. Almost all Staff have developed their knowledge and understanding of potential ACEs and how to implement supports for children and families.
- ✓ Introduced Restorative 5 to ELC
- ✓ All staff have developed their skills in using restorative conversations to support behaviour and are using them consistently.
- ✓ Most EYPs completed level 1 Makaton Training
- ✓ Most EYPS have achieved Level 1 Makaton training. We are now a Makaton aware provision. All staff are beginning to use Makaton across the ELC which supports communication with all children.

Next steps:

- Continue RRS journey to work towards achieving Gold, ensure that the rights are embedded throughout the ethos of our school community.
- Review and refresh pupil profiles – involve staff, parent/carers and pupils.
- Continue to develop staff knowledge and understanding to become a trauma informed school.
- Ensure that Boxall profiles are being used effectively to plan next steps to support children with SEBN.
- Carry out P4-P7 Anti-bullying survey and the Highland Wellbeing Profile and use key messages to identify areas for improvement.
- Reconsider Citizenship Groups and how to make them manageable yet effective, reinstate them to lead areas of improvement across the school.
- ELC and PSA – continue to develop our understanding of trauma, look to become Trauma Skilled Practitioners (Level 2).
- ELC – continue to develop knowledge and understanding of Nurture Principle 5 – All behaviour is communication.
- ELC – look to complete our Level 2 Makaton Training.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Literacy Intervention - Lexia has had a positive impact on our literacy data. Teachers have noted increased engagement in reading lessons. Parents are supporting children at home with this. We are seeing the benefits of Lexia in day-to-day class work.

Where Lexia is used consistently in school and at home all children have made progress towards closing the gap. Lexia to continue to target PEF children that are not yet achieving.

100% of children that have consistently used Lexia have increased a minimum of 3 levels in Lexia. This has resulted in a decrease in the number of months they are behind expected age.

ACEL Progress – children on track to achieve expected level

20% At expected level

26% Borderline

54% Not yet at expected level

3/15 PEF children at expected level for reading = 20%

Nurture Interventions –

2 of our PEF children experienced a traumatic bereavement and have required significant support – through PEF time our DHT supported them through bereavement activities and making memory boxes – the impact of this the children are more settled and their attendance has gone from between 20/30% to 97% and 95%.

Overall the attendance of 17 children in our target group have attendance above 80%, where previously on occasions it was lower than 80%

Seasons for Growth – 16 children attended 2 sessions. All parents attended and engaged in the celebration session.

All parents commented on how seasons for growth had supported their child in developing their understanding of change, loss and bereavement and the skills required to deal with these emotions.

All children enjoyed the SfG experience. All children could name a strategy they learnt to support them in dealing with difficult times.

All children that attended the weekly nurture groups were able to identify strategies to support them in dealing with their emotions.

Wider achievements Coileanaidhean nas fharsainghe

- ✓ Achieved our Silver RRS award
- ✓ Vision, Values and Aims permeating across our school community.
- ✓ Winning boys Ross-shire Cross Country Event
- ✓ Every child in our school has had the opportunity to perform in front of their parents, via our sharing assemblies and this year every class took part in an additional show.
- ✓ A successful whole school trip to the Highland Wildlife Park.
- ✓ The girls football team winning the Ross-shire Inter school football event and our boys team coming second. This was supported by the Avoch Rovers football coaches.
- ✓ Winning the Inter Schools Orienteering Event with girls and boys receiving personal medals for best times.
- ✓ Our P7 Rotary Quiz winning 2 local heats and representing the Black Isle in the final heat in Aberdeen on 22nd June.
- ✓ For the third year running, we had many winners across the school in the Young Engineers challenge, many of our children attended a ceremony at Robert Gordon University.
- ✓ One of our P7 pupils won first place in the Rotary short writing competition, many of our P4 children had their work selected to be published in a poetry book.
- ✓ Our achievements board has been full of achievements from outside of school, to name a few, we have lots of excellent swimmers, dancers, martial arts experts across Avoch Primary School.
- ✓ Our 4 capacity lanyards have been a great success in the school and we link these to achievements in and out of school.
- ✓ We have an excellent link with Black Isle Cares. Our P6 pupils hosted a Senior Citizen's cuppa at Christmas time, this was an excellent event. We also had our P6 and P7 pupils interview many Senior Citizen's in the community and recently we had a film premiere to show case their work.
- ✓ Some of our P1-P4 competed in the Baillie Cup and they took several medals back to school.
- ✓ Some of our P5-P7 took part in the County Sports interschool competition, with our P7 girls and P7 boys relay team both winning gold medals.
- ✓ Excellent link with Avoch Men's Shed, we have just completed a train club project that the children and the Men's Shed volunteers built a model of the old Avoch Railway and show cased this to the school.
- ✓ All ELC pupils participated in our Sponsored Wheelie.
- ✓ All ELC pupils took part in our Christmas performance and our sharing assembly.

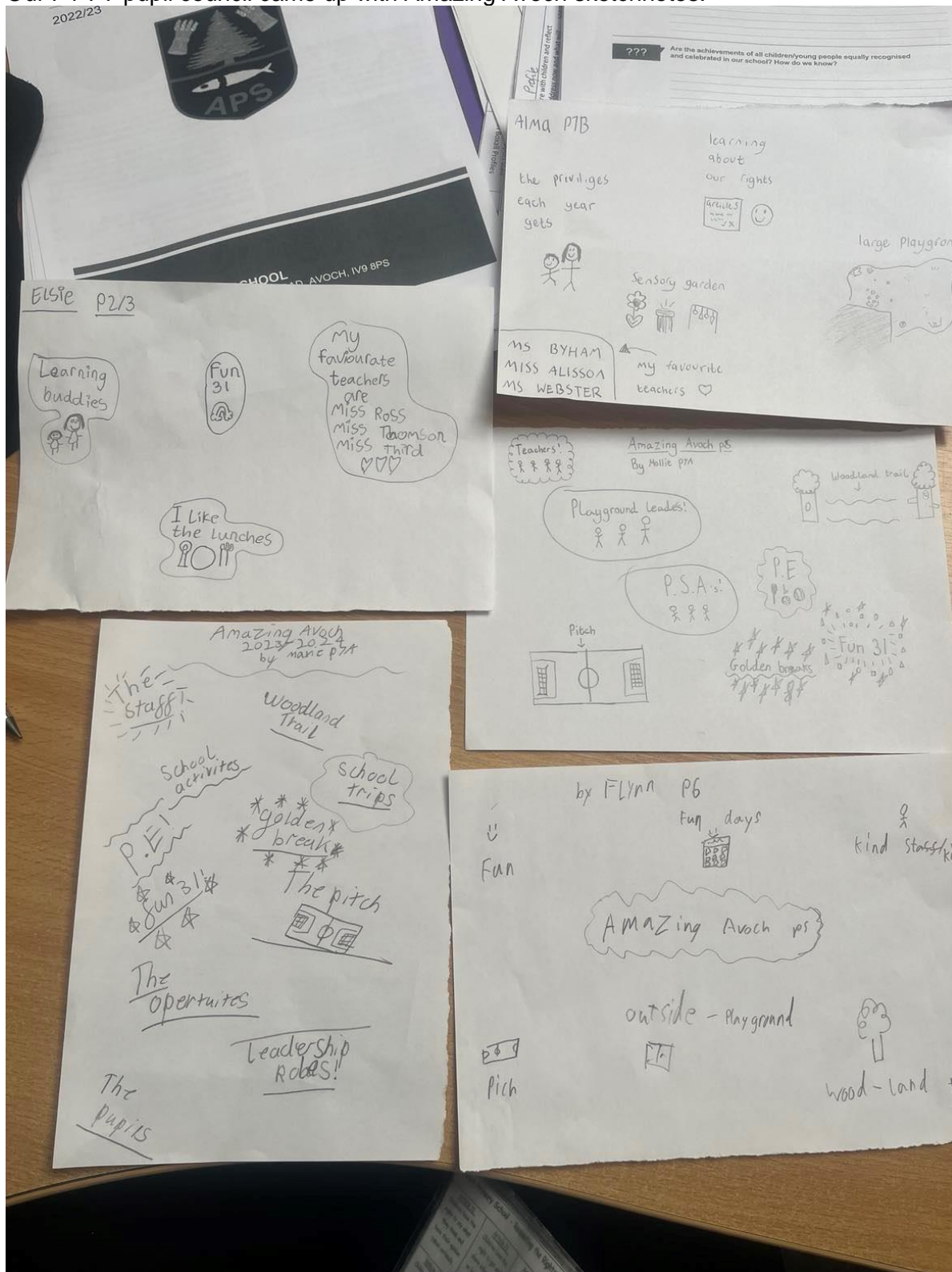
Comments from learners, families, stakeholders and staff

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

Our Learners

Our P1-P7 pupil council came up with Amazing Avoch sketchnotes.

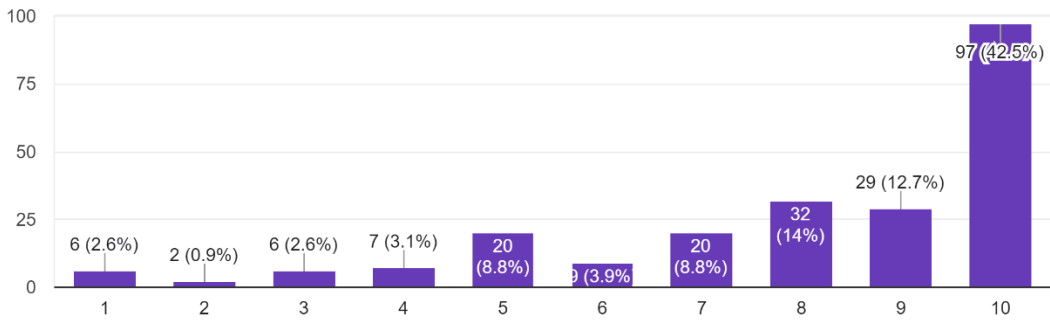


We completed the Highland Wellbeing Survey in May 2024, our Primary 1-Primary 7 learners were involved. Sharing some of the results will reflect how our learners feel about our school.

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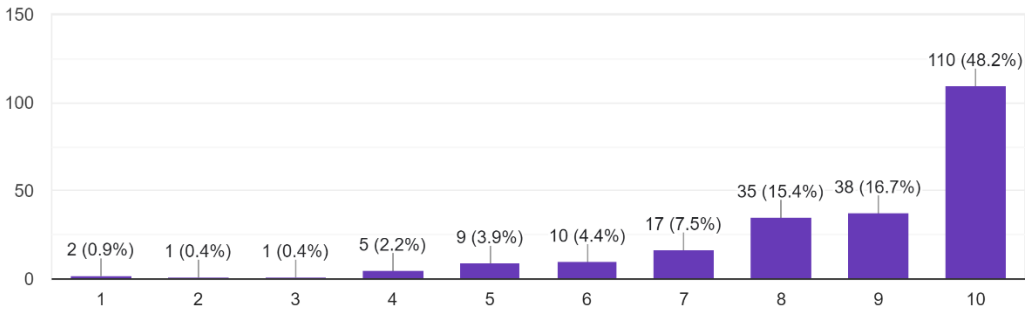
3. I like this school.

228 responses



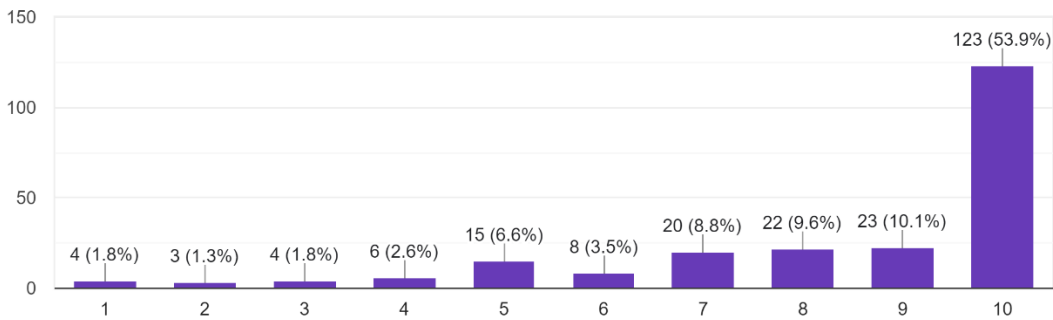
9. I am proud of the work I do in school / my work is good

228 responses



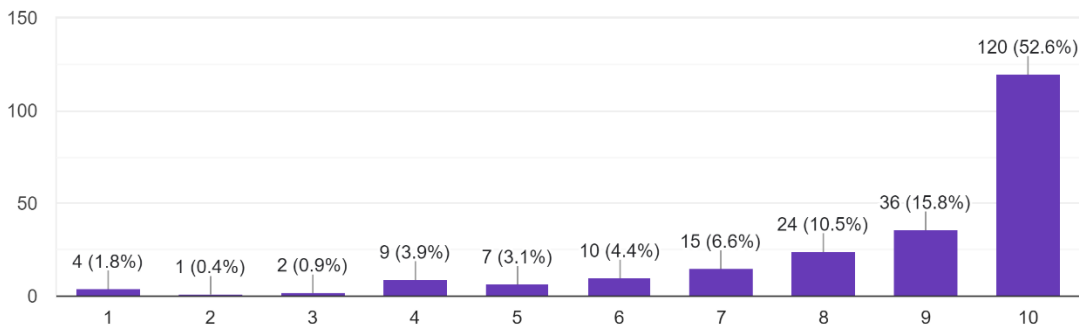
12. Adults look out for me in school / make sure I am feeling ok.

228 responses



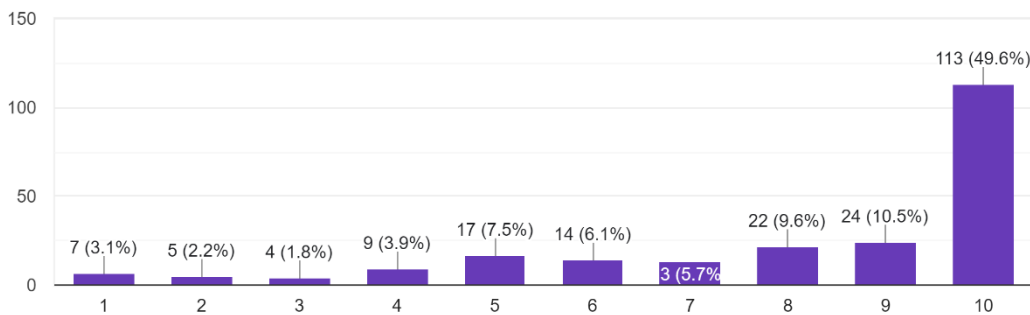
17. I feel safe in school.

228 responses



18. I belong to this school / I feel important to this school.

228 responses



How Good is OUR School?

'We feel safe in school because of our friends'

We feel safe because 'the staff are really nice'.

'This school has health lunches, nice, kind and caring teachers.'

Reflecting on behaviour – 'if someone is going to do something bad they will stop and think about.' We have implemented Stop.Think.Change across the school inside and the playground.

Our Families

"We have really enjoyed the sharing assemblies and shows that the children have put on this year."

"We always feel welcome in the school."

"My child has had a positive year in P1, they have loved their classroom."

"We have had lots of events at the nursery. It is lovely to go in and spend time with my child and see what they are doing."

We asked parents what makes Avoch Primary unique

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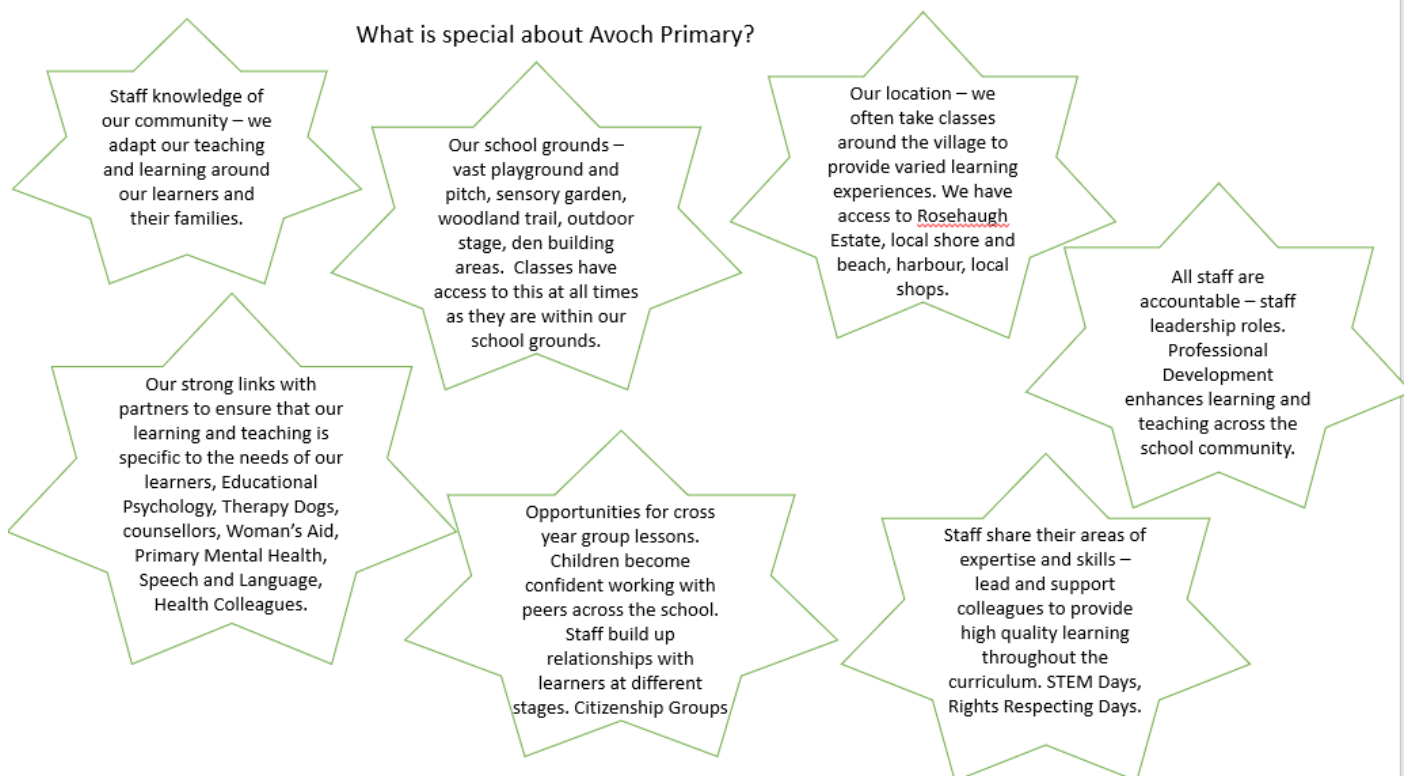
Things to think about

Parents have suggested about seeing more of their child’s work throughout the year. We need to consider how and when we share work with families.

Our Staff

We asked staff

What is special about Avoch Primary?



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:

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

- ✓ *Raise attainment in writing in Primary 4 by participating in the National Writing Improvement programme.*
- ✓ *Numeracy– review learning, teaching and assessment*
- ✓ *Health and Wellbeing – ensuring we are delivering a coherent H&W curriculum that meets our learners needs.*

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

<https://sites.google.com/fortroseacademy.org.uk/avoch-primary-and-elc/home> or by contacting the school office.