



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Beauly Primary School



Respect, Kindness, Teamwork and Fun!

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.

Tracey Fraser-Lee
Head Teacher
Beaully 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 93.6%	Average Class Size 21.2	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 127 (+21 nursery)	Teacher Numbers 7	Pupil Teacher Ratio 17.2
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N3 XX%	N4 XX%	P1 11.8%	P2 13.4%	P3 18.9%	P4 15%	P5 13.4%	P6 9.4%	P7 18.1%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 60-70%	SIMD Q4 30-40%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	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
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

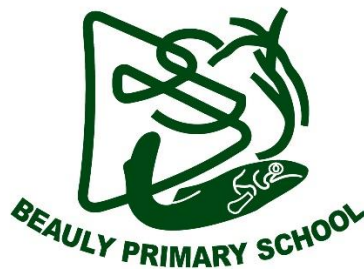
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School vision, values and aims

Vision - Work Together, Learn Together, Achieve Together!

Values - Respect, Kindness, Teamwork and Fun!

Aims - We would like our children to be Safe, Healthy, Achieving,
Nurtured, Active, Respected, Responsible and Included!



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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:

Raising Attainment in Numeracy & Mathematics

Purpose:

- To increase engagement and attainment in numeracy and maths across all levels.
- To ensure a consistent approach in planning and assessment across numeracy and maths.
- To audit our maths resources.
- To strengthen consistency of teacher judgement of CfE levels through sampling and moderating jotters.
- To ensure there is a consistent approach to teaching and learning in problem solving and mental maths across the school.
- To increase teacher confidence in delivering high quality numeracy and maths lessons.
- To support pupils in being able to identify their next steps/learning targets for maths.

Progress:

- Through reviewing our school progression at all stages, we now have full coverage of benchmarks and links to HNP.
- Revisited and agreed on what a good maths lesson looks like.
- All staff agreed on approaches to problem solving and mental maths across the school.
- Almost all staff worked on developing Mental Maths Progression from Early to Second Level to ensure consistency and progression from Nursery to P7.
- All staff working on agreeing assessments across levels to support teacher judgement.
- Moderations activities have supported teacher judgement of where children are in their maths and benchmarks have been used to support judgements.

Impact:

- Consistent and progressive approach to numeracy and maths across all stages of school.
- Planning formats ensure all staff covering relevant benchmarks and incorporating HNP.
- Problem solving now included consistently across numeracy and maths lessons, rather than taught in isolation.
- Updated resources to teach Problem Solving in use at all stages of school.
- Mental Maths resources updated to reflect and support HNP.
- Moderation of jotters and discussions in progress meetings have ensured a consistent approach to assessing pupil's work.

*Good progress has been made in this area however, staff need to do further work around agreeing assessments and completing our Mental Maths progressions before working to embed across all stages next session.

Next steps:

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- All staff need to finalise and pull together the mental maths progression.
- All staff need to finalise and agree assessments to be used and at which points in the year.
- We will continue to focus on embedding the mental maths progressions across the school and using the outdoor learning problem solving packs, to ensure consistency at all levels.
- Moderation activities will be included in collegiate calendar and pupil focus groups will continue so pupil voice is considered around the teaching and learning of maths and numeracy.

School Priority:

Raising Attainment through the Moderation Process across the ASG

Purpose:

Pupils across the ASG will have a consistent experience of learning and teaching within HWB which is supported by an early to third level progression.

To increase teacher confidence in teaching the HWB curriculum incorporating LGBT inclusive education.

To strengthen consistency of teacher judgement of CfE levels through moderating using the writing Benchmark Rubric.

Progress:

- Positive feedback from almost all staff getting together and looking at levels.
- Almost all staff feel confident in the use of Rubrics to assess achievement of a level.
- All teaching staff completed Level 1 and 2 of the TIE LGBT Inclusive Education training.
- Most upper classes completed the RISE assessment to assess, monitor and support mental health.
- Most PSAs trained by Active Schools in Playground Games.

Impact:

- All schools now familiar and making use of rubrics but this varies across schools. P1 would use rubric in Term 3.
- Almost all teachers in Beaulieu confident at using Rubrics and moderating these across and within levels
- Moderation activities within own schools to ensure a consistent approach to achievement of a level.
- Almost all teachers more confident in delivering HWB lessons and including LGBT education across curricular areas.
- Information gathered to inform discussions between pupils and staff and target some interventions.
- Difficult to measure impact as PSAs are primarily with 1:1 pupils so been unable to facilitate.

Good progress has been made in this area; however, it will be something we continue to develop and embed across stages next session.

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Next steps:

- Writing Rubric to be used twice a year from P2 to P7. Term 1 and Term 4. P1 will complete one in Term 4 to support achievement of a level for ACEL data.
- All PSAs and EYPs will complete the TIE LGBT Level 1 online training.
- Continue to embed the use of RISE for P4 to P7 pupils and use the information more effectively to inform next steps in supporting mental health and resilience.
- Train P7 pupils in playground games in Term 1 to deliver a series of lessons for infant pupils.
- Continue to focus on moderation as an ASG in various areas of the curriculum

School Priority:**Developing Experiences in Numeracy and Maths in ELC****Purpose:**

To ensure a consistent approach to planning numeracy and maths in Early Years both indoors and outdoors.

To audit our numeracy resources in ELC.

To ensure consistency in permeating counting routines in the spaces, interactions and experiences across Early Level.

Progress:

- Staff engaged in self-evaluation activities to determine where we were on our numeracy and maths journey.
- Beauty Early Years Maths Progression was reviewed and shared with ELC staff.
- All staff familiarised themselves with the Early Years Maths Progression, with a particular focus on numeracy.
- All staff reviewed numeracy across the setting, noting interactions, spaces and experiences.
- All staff completed an audit of numeracy resources and as a result purchased supplementary resources.

Impact:

- All staff have built confidence in planning rich numeracy and maths experiences. Feedback positive and next steps implemented.
- All EYPs were able to discuss and evidence numeracy experiences through planning pages, learning walls and pupil targets.
- Reflecting on core areas all EYPs found areas of strength and areas for development – resources were purchased and EYPs used progressions to plan richer experiences.

Good progress was made with this improvement action plan.

Next steps:

- Discussion around the leadership roles of EYPs in the setting
- Continue use of numicon across the setting.
- Continue to look at core areas and ensure rich numeracy and literacy experiences.
- Once finalised, EYPs and EYSW to familiarise selves with Early Level Mental Maths Progression.

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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Class	Target No	SIP Link	Interventions & Actions	Measurement Evidence	Progress/Impact
P3	4	2	<p>PSA/Teacher input to work on writing composition with focus on sentences, making sense and grammar.</p> <p>Use of Lexia to support literacy development – phonics and grammar. Three times per week for 30 minutes.</p>	<p>Cold Task in class – input for 4-6 weeks and then hot task.</p> <p>Use of writing Rubric to assess cold and hot task.</p> <p>SOFA</p>	<p>1 child now on track for age and stage and highly engaged with writing tasks, using correct punctuation and grammar.</p> <p>2 of 4 made considerable and steady progress and are able to independently use punctuation and appropriate grammar, however this needs to be more consistent. More input still required.</p> <p>1 child has made limited progress due to absences, home circumstances and lack of application.</p> <p>3 of 4 need to work on handwriting-formation and presentation.</p> <p>3 of 4 show marked improvement in assessments with Rubrics after input and SOFA results in line with teacher judgement.</p>
P4	3	1	<p>PSA/Teacher to work on basic number functions (+/-/x/÷) within 100, place value, doubles/halves and work on speed of recall.</p> <p>Use of Sumdog and Times Table Rockstars - daily Three times weekly for 30 minutes (teacher/PSA)</p>	<p>Class teacher to complete initial number bonds and times table check. Reassess continually but record progress every 4 weeks to ensure impact.</p> <p>Leckie & Leckie assessment</p> <p>SNSA</p>	<p>2 of 3 pupils now on track for age and stage and have achieved First level in maths, in June 24.</p> <p>1 child secure and confident.</p> <p>1 child secure and benefits from ongoing daily practise on basic facts.</p> <p>1 child has made limited progress due to absences and challenge of applying themselves – currently considering the NDAS process.</p> <p>PSA input did not happen consistently due to high level of staff absences.</p>
P4	9	2	<p>PSA/Teacher input to work on writing composition with focus on independent sentences, making sense and grammar.</p> <p>Use of Lexia to support literacy development – phonics and grammar. Three times per week for 30 minutes</p>	<p>Cold Task in class – input for 4-6 weeks and then hot task.</p> <p>Use of writing Rubric to assess cold and hot task.</p> <p>SNSA</p>	<p>6 of 9 now on track for age and stage and have achieved First Level in Writing in June 24. These 3 still benefit from adult input during writing sessions.</p> <p>1 of 9 with significant difficulties making steady progress, grown in confidence, completed 1.5 levels of Lexia, excellent attitude to writing.</p> <p>1 of 9 needs adult input in order to focus on writing tasks, recent absences due to family circumstances.</p> <p>1 of 9 very close to being on track for age and stage, making good progress,</p>

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					<p>completed 2 levels on Lexia and retaining learning.</p> <p>5 of 9 now consistently using chromebooks to write with, which has continued to develop confidence in this area and ensured that pupils ideas for writing are not hindered by the physical process of writing. Daily practise on sentence writing has had positive impact in class.</p> <p>SNSA results confirm teacher judgement of achievement of a level, in line with rubric assessments.</p>
P5 & 6	9	2	<p>PSA/Teacher input to work on writing composition with focus on independent sentences, making sense and grammar.</p> <p>Use of Lexia to support literacy development – phonics and grammar.</p> <p>Three times per week for 30 minutes</p>	<p>Cold Task in class – input for 4-6 weeks and then hot task.</p> <p>Use of writing Rubric to assess cold and hot task.</p> <p>SOFA</p>	<p>5 of 9 have identification of Dyslexia.</p> <p>1 of 9 learning difficulties across the curriculum.</p> <p>3 of 9 now on track for age and stage but still benefit from adult input at writing tasks.</p> <p>1 of 9 needs to focus and stay on topic, and be consistent in application. Potential to be on track.</p> <p>5 of 9 applying themselves well, building confidence and benefiting from adult input, making steady progress.</p> <p>3 of 9 benefiting from practical teaching session alongside Lexia, completing between 1 and 3 levels of Lexia.</p> <p>5 benefiting from use of IT to write with, which has continued to develop confidence in this area and ensured that pupils ideas for writing are not hindered by the physical process of writing. Daily practise on sentence writing has had positive impact in class.</p> <p>2 of 9 learning to use Read/Write to consistently complete writing tasks to turn speech into text. Continue to focus on grammar and sentence structure with group to ensure this is being embedded too, not just through IT.</p>
P5	3	2	<p>PSA/Teacher input on supporting reading fluency and comprehension.</p> <p>Use of Lexia to support the above too.</p> <p>Three times per week for 20 minutes (lexia) and twice per week (Teacher/PSA)</p>	<p>Toe by Toe reading assessment used as baseline and revisit in January and May.</p> <p>Lexia data.</p> <p>PM Benchmarking toolkit to highlight specific areas to focus on.</p>	<p>Benchmarking not used – this aspect of plan had limited impact due to staff absence.</p> <p>1 of 3 now on track for age and stage.</p> <p>2 of 3 identification of Dyslexia.</p> <p>1 of 3 making steady and appropriate progress through consistent application.</p> <p>1 of 3 struggling with application.</p>

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				SOFA	Teacher judgement backed up with SOFA information.
P5	4	1	<p>PSA/Teacher to work on basic number functions (+/-/x/÷) within 100, place value, doubles/halves and work on speed of recall.</p> <p>Use of Sumdog and Times Table Rockstars - daily</p> <p>Three times weekly for 30 minutes (teacher/PSA)</p>	<p>Class teacher to complete initial number bonds and times table check. Reassess continually but record progress every 4 weeks to ensure impact.</p> <p>Leckie & Leckie assessment</p> <p>SOFA</p>	<p>3 of 4 now on track for age and stage but continue to benefit from daily practise of basic facts. All 3 still lack confidence but have the ability.</p> <p>Use of TTRockstars needs to be more consistent across school.</p> <p>1 of 4 making steady progress but not on track for age and stage. Learning difficulties across the curriculum.</p>
P4-P7	All pupils	7	<p>Class Teachers to carry out RISE HWB questionnaire and SHANARRI wheel with pupils to gather thoughts/statistics on mental wellbeing and self-esteem.</p> <p>One to one or small group Teacher/PSA time to look at emotions/feelings/nurture aspects to support wellbeing as a result of questionnaire information gathered.</p> <p>Weekly emotional check in – one to one with pupils and HT.</p>	<p>Data gathered from RISE questionnaire and SHANARRI wheel. Revisit each term.</p> <p>Discussions with pupils and families.</p> <p>Check ins with HT.</p> <p>Focused groups on nurture activities/emotionw orks/life skills/</p>	<p>RISE Questionnaires completed and SHANARRI wheels completed.</p> <p>Follow up work on this very limited due to staff absences – no real impact as a result.</p> <p>HT carried our focused check ins with targeted pupils.</p> <p>Focused groups have not taken place due to staff absences.</p>

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Wider achievements

Coileanaidhean nas fharsainghe

Our Inter School Sports Team won their section against 7 other school.



P7 organised and took the lead in running Beauty's Got Talent at the Phipps Hall, which was a sell out!



Two parents have run a very successful after school Art Club throughout the year.



Beauty Shinty Club has worked alongside us to deliver several sessions throughout the year to P1-P7.

Whole school from P1-P7 took part in our school cross country event. Every child either walked or ran the course.



20 of our pupils were invited to officially open the refurbished Co-op store in the village.



All classes from Nursery to P7 have taken part in a safety workshop with Breedon's to learn about blind spots.



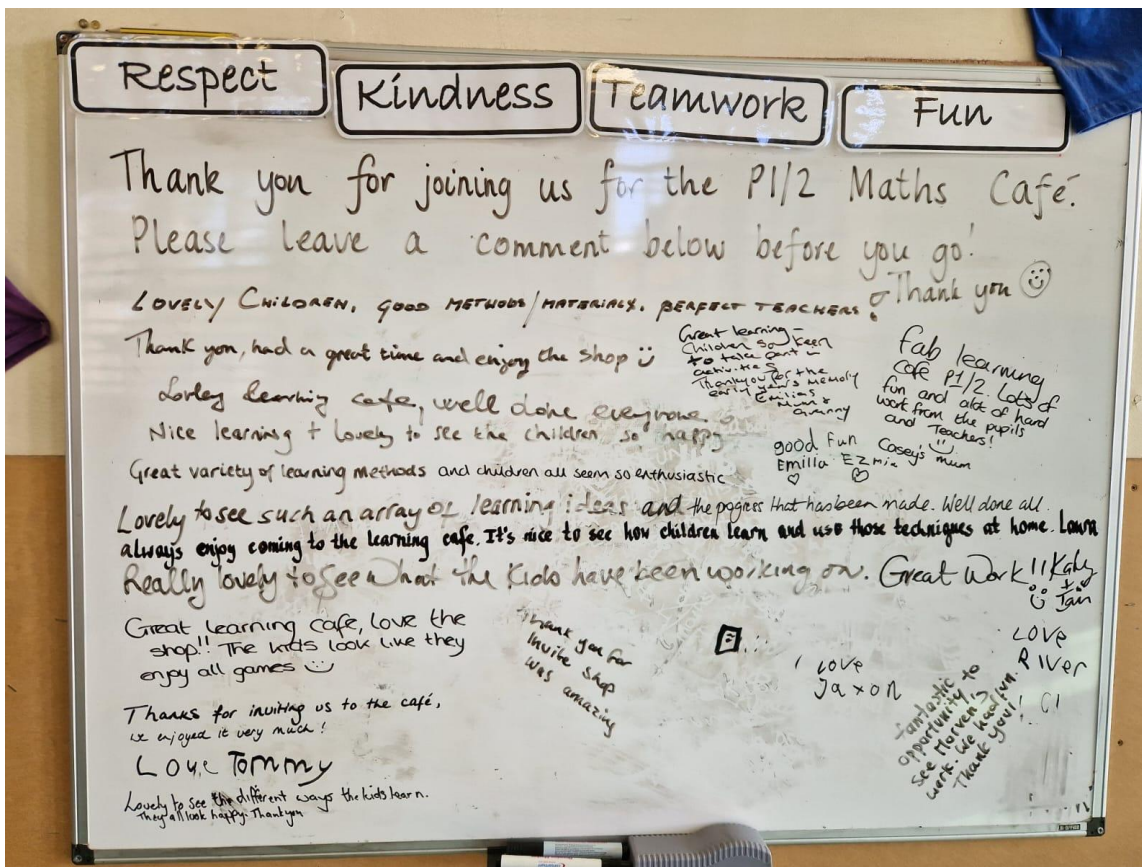
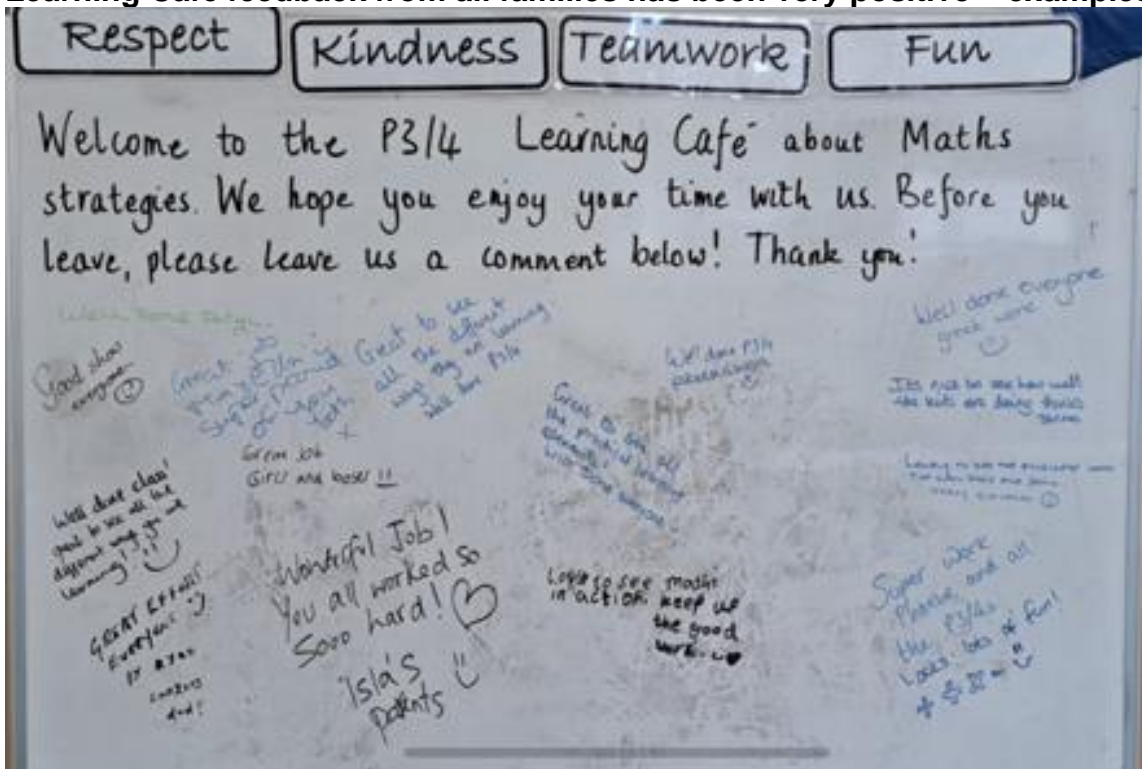
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- Each class held a very well attended 'Learning Café' for families, to share an aspect of the class curriculum. Examples of these have been maths strategies, magnets and spelling games.
- P7 became Play Leaders and supported our younger pupils in the playground in twice weekly sessions.
- Nursery have worked closely with the Community Garden and associated gardeners at various points though the year.
- P1-3 signed all their songs with Makaton in the school nativity play!
- P7 have been excellent Buddies for the P1 pupils this session (and indeed the rest of the pupils in school)
- P6 have been working closely with the nursery in Term 4 to start off their Buddy journey.
- P7 pupils have written articles for the local 'Beauly News' paper which goes out quarterly
- Beauly's Got Talent was a complete sell out – this was planned and delivered beautifully by P7.
- Beauly Cross Country – whole school took part in the event from P1-P7, every child from P1-P7 took part in the event, either walking or running the course.
- Garden Group is back up and running thanks to a couple of lovely parent volunteers.
- Skills Groups restarted this year, with limited success due to staff absences.
- Outstanding P7 residential trip with excellent engagement and behaviour at Loch Eil

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

Learning Café feedback from all families has been very positive – examples below.



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Comments from visitors to our school.

"I think the respect aspect is particularly apparent, and it goes both ways between teacher and pupil. I like how Mrs Fraser-Lee seems to make time for everyone. In terms of teamwork, the P7 pupils have been good at looking out for and supporting each other during the leadership activities. Pupils are always very friendly and helpful. I am always impressed by how they hold the door for others who are passing through."

Susan Blackwood – Active Schools (worked with P7 on Young Leader Award)

"I thought the children all behaved well and were well mannered. Beauty was a lovely school to visit – thank you for having us!"

Jennifer Murphy, Dental Nurse for P1 & P7 Dental screening

"It was lovely to attend Beauty Primary. I am always amazed that teachers can get so many pupils to sit down and listen"

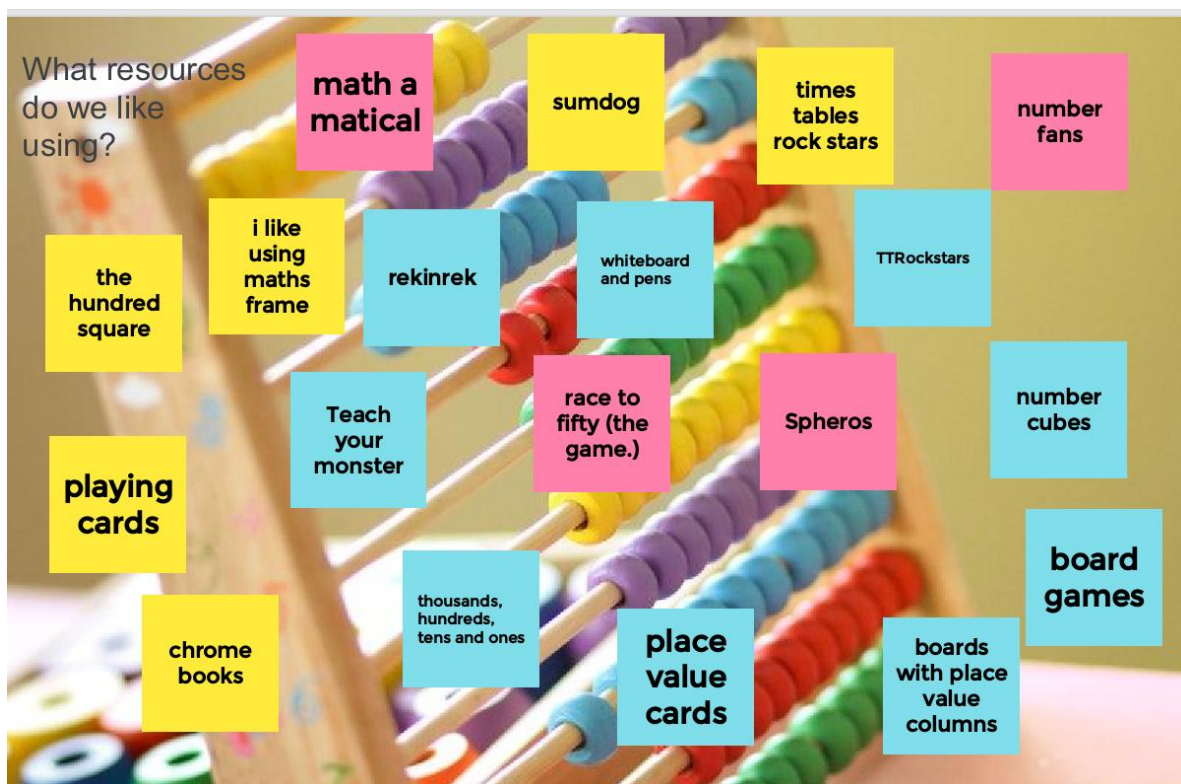
Blytheswood Shoe Box Appeal visitors to whole school assembly

"We had a very enjoyable day. The children were very well behaved and all of them participated and asked questions. They all showed interest in learning about safety around the tipper lorry."

John MacRitchie, Transport Manager, Breedon, safety around vehicles sessions with all classes from Nursery to P7

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Example of pupil voice to inform school improvement.



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What could be better about Maths and Numeracy?

more using Chromebooks for maths!

more text books

new white boards and whiteboard pens

more word problems!

I like having pictures in my maths to make it easier

more worksheets would be fun!

more maths outside - more chalk!

more card games

more number squares

I like using maths games for maths

using our chromebooks more

more math books

more jotters for class

more written work

more online maths

more maths games

Example of staff self evaluation to inform school improvement.

What opportunities do we create for Problem Solving at BPS?

Use of blocks, constructions toys

Number sentences - missing numbers

Countdown

budgeting

Daily Starters

Esti Mysteries

counting collections - counting in 2s 5s 10s, other groups

Pyramid card games

Scottish flag

UHI visits - coding

sorting

Kapla to design and create

Science experiments - predictions - then carry out experiment - then evaluate and discuss changes

word problems

UHI visits - coding

Technology - spheros used for programming

basic fact boards

sumdog

subitising - tens frames, dice patterns, bunny ears, tally marks

shops - money

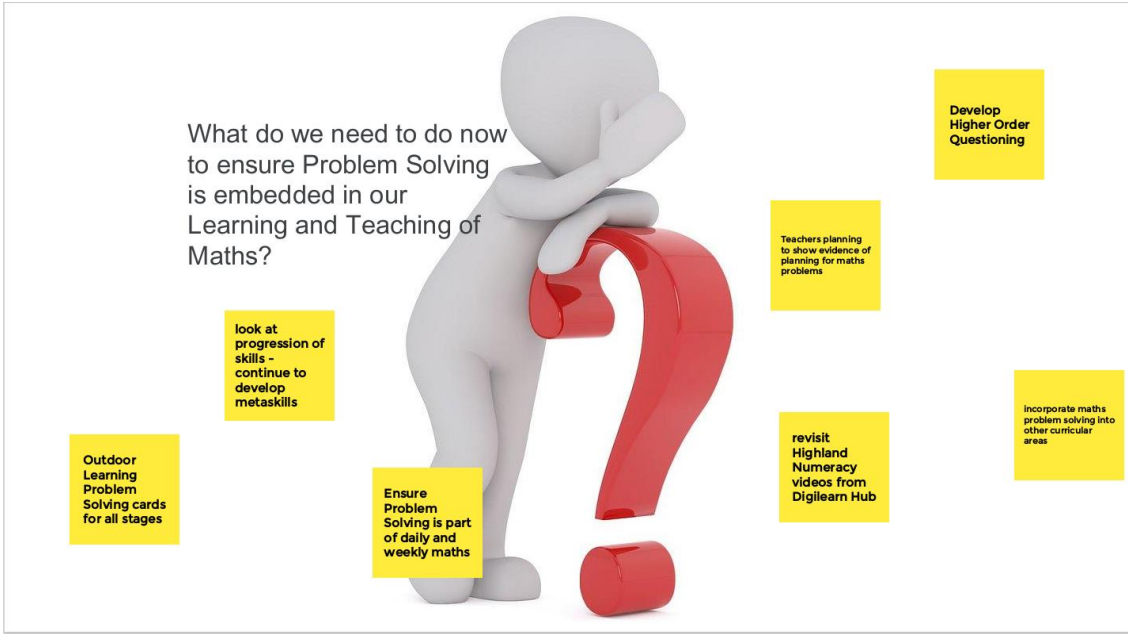
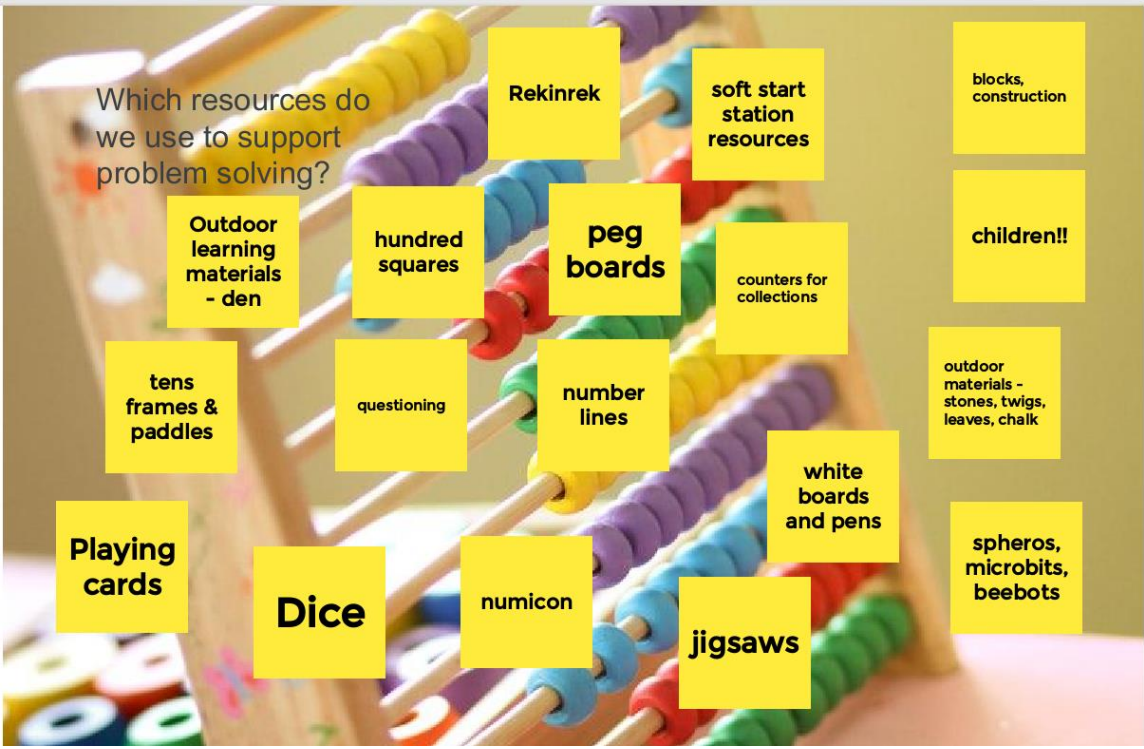
Outdoor learning - dens

Uno card games

Making models of different materials

cross curricular

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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	Very good	Good
QI 2.3 Learning, teaching and assessment	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Raising Attainment in Literacy with a focus on Reading
- Refreshing the Beaully Curriculum
- Tracking Across Literacy, Numeracy and HWB in ELC

Planning ahead

A' planadh air adhart

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

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