

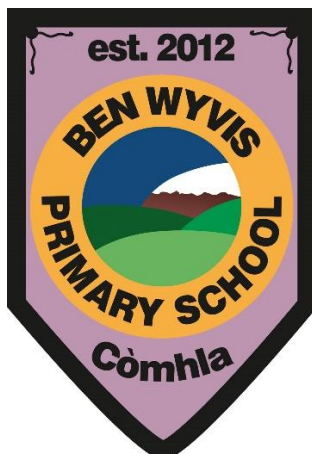


# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**Ben Wyvis Primary School**



GROWING TOGETHER AND INSPIRING EACH OTHER: CARING, COURAGEOUS, CURIOUS AND CONNECTED.

# 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.

Mrs C McDowall  
Head Teacher  
Ben Wyvis 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.

<b>Attendance</b> 90%	<b>Average Class Size</b> 24.1	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc nursery)</b> 265 (+80 nursery)	<b>Teacher Numbers</b> 14	<b>Pupil Teacher Ratio</b> 19.2
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<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 12.8%	<b>P2</b> 12.8%	<b>P3</b> 14%	<b>P4</b> 19.6%	<b>P5</b> 15.1%	<b>P6</b> 13.6%	<b>P7</b> 12.1%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 20-30%	<b>SIMD Q3</b> 40-50%	<b>SIMD Q4</b> 10-20%	<b>SIMD Q5</b> 10-20%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 34%	<b>No ASN</b> 56%	<b>FSM<sup>3</sup></b> 80-90%	<b>No FSM</b> 10-20%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Most	Majority	Almost all	Most

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile



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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

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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:

### Learning Teaching and Assessment

#### Purpose:

- To raise attainment in writing.
- To have a shared understanding of the benchmarks
- To develop tracking and analysing data

#### Progress:

- Reviewed current approach to profiling. Engaged in 2 progression focus weeks. Shared NSA and SOFA assessment feedback with some families during parent meetings.
- Training session by Robert Quigley to develop online profiles for second level staff.
- As part of a working party some teaching staff reviewed the learning and teaching policy.
- Almost all teaching staff attend Steven Graham writing training. Inset training to reflect on training to date.
- Develop ASG approach to moderation of writing. All staff now using writing rubric from Highland Literacy Progression to assess and moderate writing. Orange slice tool (a digital tool used in Dingwall Academy) not in use.
- All staff reflected on wall displays including ELC. Almost all staff trialled a learning wall. Consulted neighbouring school for ideas.
- Learning visits writing.
- Literacy Leaders set up and worked with a class teacher.
- Targeted PEF support
- Parent workshop postponed – school closure and midway through training – too early.
- Engaged in 2 data analysis sessions with ASG.

#### Impact:

Awareness of staff and parents that our profiling approach needs to be developed. Parents are keen to know more about levels and progress.

Staff are inspired to trial google sites for an online pupil profile for P6 and P7 pupils.

Suggestions shared for what is important for a Ben Wyvis Learning and Teaching Policy, identifying our approach to learning, teaching and assessment.

Staff recapped training to date, collated materials and provided accessible resources. Staff have tried some of the approaches and are enthusiastic about some of the approaches. Increased knowledge in approaches to the range of genre.

Reflected on ASG moderation, identified challenges and trialled writing rubric to assess writing and to moderate. Staff more confident assessing writing using the rubric a grid which outlines progression.

Reflective discussions took place about displays. Examples shared from other settings and within our own setting. The sharing of ideas inspired ideas. Staff valued the opportunity for peer visits. Most staff identified strategies to try with their own class. Recognised that children find it hard to navigate the library. Posters made to support pupils with locating books. Links to be made with Dingwall Library.

PEF input from teacher working well. Working in a quieter space is beneficial, particularly in P1-3 as supports concentration. All children receiving PEF input have made progress in literacy and numeracy.

Staff valued the opportunity to work together and build relationships but staff felt that more may have been achieved if session was carried out with our own staff who are familiar with our children and setting.

GROWING TOGETHER AND INSPIRING EACH OTHER: CARING, COURAGEOUS, CURIOUS AND CONNECTED.

- Almost all teaching staff attended SOFA and NSA training.
- Staff explored Highland Literacy resources and the literacy roadmap.
- All teaching staff took part in moderation of writing and developed a bank of writing at each level.
- As an ASG we focused on literacy and did not explore the numeracy assessments.
- PSA training was delivered during an inset day to support ICT.
- Almost all staff completed a self-evaluation form about the ASG work this session.
- Homework feedback from parents and staff collated.

Increased awareness in how to access and analyse data. Staff more confident using data to inform practice.  
 Staff aware of resources – lots to familiarise themselves with. Further time needed to explore specific aspects and to put into practice.  
 Staff have increased confidence at what each level looks like. Some staff have accessed the bank of writing to support assessment of a piece of writing.  
 Increased awareness of the writing benchmarks.

PSAs valued the opportunity for training and working with ASG PSAs. Improved confidence working with chromebooks.  
 Valuable feedback received identifying focus areas and training for next session.  
 Review of homework policy next session with pupils. Increased awareness of home pressures with homework.

**Next steps:**

- Develop profiling and sharing of learning.
- Ensure pupils are aware of progress and next steps.
- Complete a Ben Wyvis Primary Learning and Teaching Policy.
- Complete Steven Graham writing training.
- Plan approach to using Steven Graham training.
- Include PEF section in staff transition documents – children who have received and children to focus on.
- Continue to plan for peer learning visits and consider coteaching opportunities.
- Writing workshop for parents/ carers.
- Opportunities to reflect on data within our own staff.
- Further opportunities to explore Highland Literacy resources – focussing on specific areas at a time and reflect on how to incorporate it into practice.
- Dyslexia training for PSAs.
- Further input on writing and reading.
- Review homework policy.
- Establish links with Dingwall Library.

School Priority:

**Health and Wellbeing**

**Purpose:**

To increase engagement and readiness to learn and for children to know how to keep safe, active and healthy.

**Progress:**

- Aigas delivered outdoor learning experiences for all children ELC to P7.

**Impact:**

The children enjoyed these sessions which we active and engaging. It was particularly beneficial to P2 and P3 pupils as it followed up on their trip experiences. Aigas were really positive about the playground for providing outdoor learning experiences. Children are more confident talking

- Reviewed daily mile and 2 hours PE through staff meeting and feedback in newsletter.
- House activities took place in twice this session in P1-3. Additional break to celebrate termly winners of house points.
- P6s received Junior Leadership training.
- 2 classes have volunteered to develop a community sharing shed – enquires made.
- All staff participated in the ASG Health and Wellbeing Moderation with an introduction to Glasgow wellbeing profile & THC health and wellbeing resources (SharePoint).
- Bronze award achieved and shared with school community. The pupil council are leading the development of Rights Respecting Schools.
- Bowling sessions delivered to P4-7 by Conon Bridge Bowling club.
- Lego therapy sessions delivered to small groups.
- Small group sessions to support pupils with developing social skills, positive behaviour and relationships.
- Working party reviewed positive behaviour management policy.

#### Next steps:

Enquire into further sessions to develop learning and teaching approaches.

Continue to develop house activities, particularly within P4-7.

Develop sharing shed.

Revisit Health and Wellbeing resources and THC wellbeing wheel.

Work towards Silver Award Rights Respecting Schools and link with other ASG schools to share progress and ideas.

Provide further positive learning experience for pupils outwith the classroom.

Update positive behaviour management policy to reflect Rights Respecting Schools.

about the environment and it has led to further areas for learning.

Increased awareness of purpose of daily mile and delivery of PE.

Siblings enjoyed working together, they made new friendships across classes and are more familiar with other children in their house.

Most P6s received the Junior Leadership award.

Pupils in P1-3 engaged in fun sessions at break and lunchtimes and enjoyed interacting with the P6 children.

Enquiries made but unable to progress until further information is sought about regulations/ policies.

Almost all staff felt the professional learning had increased their understanding.

Increased knowledge of Rights Respecting Schools and children's rights.

Established further links with the community through the bowling sessions. Pupils enjoyed trying a new skill and achieving outwith the classroom.

Developed pupils skills in turn taking, confidence and team work. Some pupils showed increased engagement in class on return.

Pupils have developed positive relationships with PSAs. Pupils engaging in a positive way during sessions – increase in positive experiences.

Policy is dated and needs to reflect Right Respecting Schools. Staff identified positives with current policy and areas to review.

School Priority:

## Early Learning and Childcare

#### Purpose:

To develop our approach to planning, provide rich learning experiences, in particular supporting health and wellbeing, and develop the environment.

#### Progress:

#### Impact:

GROWING TOGETHER AND INSPIRING EACH OTHER: CARING, COURAGEOUS, CURIOUS AND CONNECTED.

- Handwashing – monitored throughout session by SMT and SEYP
- New soap dispensers installed.
- Introduced new resources to create more cosy/ quiet spaces.
- Water and milk provided in the canteen.
- Health focus – Safe Strong and Free and introduction of mascot SIMOA.
- Staff visited other settings on inset days to explore use of space and the learning environment.
- 2 staff engaged in exchange visit with Bridgend Primary ELC.
- Developed displays in both Sunshine Room and Rainbow Room, increase in written and printed resources.
- Consistent approach to recording observations, capturing progress and identifying next steps.
- Regular monitoring within Sunshine Room and Rainbow, in addition to routines and experiences e.g. canteen.
- All EYP staff engaged in peer to peer learning visits.
- Planning in the moment training delivered to Support Workers and EYPs (8 staff members). Staff engaging with Planning in the Moment.
- Floor book approach to self-evaluation is embedded within both rooms and has been introduced to OOSC.
- Planning and attainment conversations focus on pupil needs and next steps.
- Inset training - ELC staff have an increased knowledge of the numeracy benchmarks.
- Weekly PEEP sessions taking place, current and new ELC families attending. 4 members of staff are trained.
- Most children took part in Aigas sessions.
- Most ELC staff took part in interaction training.
- Staff attended quality interactions training.

### **Next steps:**

Incorporate Rights Respecting Schools into planning and experiences. Liaise with local schools, sharing ideas and making links for pupils.

Play steps training, building on interaction training.

Continue to deliver PEEP sessions varying the day to allow more parents to engage.

Out of School Care staff to engage in further floorbook training.

Continue to develop the environment to support the increase in roll.

Develop knowledge of the new quality framework document.

Further develop outdoor play experiences for Out of School Care.

With continuity in staffing, a rigorous approach to self evaluation and effective team work we have made significant progress within this area. We were delighted to be able to build on the PEEP success from last year. This session we adapt the topic area. We now have a higher number of families attending, including parents and grandparents. Most families commented on the positives of meeting others and building relationships. PEEP has had a positive impact on transitions with new ELC families attending sessions.

Training sessions during inset days has led to a more confident approach to planning in the moment. Staff have thrived on the opportunity to share good practice and model interactions and engagement. The Rights Respecting Bronze Award has been achieved, however next session we will look at incorporating it within the curriculum and play experiences.

Learning visits within ELC has enable SMT to see the positive impact adaptations to the learning environment have had. The environment is rich in print, both printed and hand-written, allowing for children to be inspired, encouraged and confident. The rooms have also softened with the addition of curtains and large sofas, creating a cosier feel and allowing for quieter, cosy times.

Most parents provided feedback during their child's focus week. Staff have been acting on this feedback through, next steps, floor books, interactions and experiences provided. Further training next session focusing on Play Steps would tailor experiences to meet learners needs further.



## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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#### Literacy and Numeracy

This session we allocated funds towards a PEF teacher for 2 days and a PEF PSA for 3 days supporting targeted groups to support literacy and numeracy. Within literacy pupils have made progress in their phonics knowledge, and this has had a positive impact on their reading, spelling, and writing. Good progress was made with all pupils, with children progressing in one or more area. Some P4 children would benefit from continued interventions next session. Attendance has had an impact on progress for some children as they missed key learning from their class teacher and timetabled support.

The new resources purchased within literacy and numeracy provided support to most children across the school, supporting them through practical learning experiences e.g. magnetic letters and reading texts. We also purchased Sumdog and Busy Things which have been used to support learning teaching and assessment. This has had a positive impact on providing learners with next steps.

#### Health and Wellbeing

Play experiences have been developed within the lower playground this session. Pupils are learning to play responsibly and self-assess for risks. Pupils in P1-3 have a range of play opportunities both indoors and outdoors. Classes continue to use the new outdoor and practical learning classroom, the Wyvis Room. All classes have increased their engagement in outdoor learning and practical experiences.

Experiences were provided by Aigas in term 4 to support Health and Wellbeing and increase engagement and achievement with children from ELC to P7. Sessions were enjoyed by the pupils. The Aigas sessions increased pupil interest in the outdoors with most children appearing happier in their outdoor environment and more confidently exploring it.

Lego therapy sessions were carried out in terms 3 and 4 with small groups. Due to staffing changes and relationships with pupils the Lego therapy sessions were provided by a school PSA. The PEF PSAs focused on literacy and numeracy. All pupils are showing more engagement in class and this has impacted positively on behaviour.

## Wider achievements

### Coileanaidhean nas fharsainghe

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#### Working in Partnership

Our pupils, parents and staff contributed to our new Vision and Values banner. Mrs Dalseme worked with pupils to hand stitch the leaves and fingerpaint the rainbow. We are so incredibly proud of all of our children. Parent helpers and Mrs Dalseme worked hard with the children to create this wonderful design and teaching our children fabulous skills in design, texture and sewing



GROWING TOGETHER AND INSPIRING EACH OTHER: CARING, COURAGEOUS, CURIOUS AND CONNECTED.



This session our staff have enjoyed working more closely with our Associated School Group (ASG) through joint projects. Together we have been sharing practice and developing learning, teaching and assessment. We are looking forward to building on this next session and hope to involve the children in working together within the ASG

Our local ministers Mr Stewart and Stephen MacDonald have been joining our assemblies and attending special events. For our Easter assembly we attended Stephen's church for a fabulous assembly and we were joined by Mr Stewart and many volunteers.

PC Reid, our community police officer visited this session supporting classes across the school. He commented on positive interactions with the police and the Ben Wyvis children in the community.

PEEP sessions have become a valuable part of our ELC working in partnership to support our ELC families. We have approximately 8-12 families joining us on a weekly basis for sessions which focus on a range of topics e.g. routines, play, transition and making resources.

We were delighted to welcome Strathallan Care Home for a show this term performed by P5/6. It was lovely to see the residents joining in with the singing. Our P6 and P7 carol singers also sang at the Christmas Party for the residents of the local care homes.

The Parent Partnership continue to be a terrific support organising many fundraising events and supporting learning experiences across the school. In addition to supporting the children across the school they have provided support to our families by attending whole school events e.g. transition visits, coffee mornings, the community litter pick.

### **Whole School Events**

P4-7 pupils took part in our Concert of Culture in November, celebrating music, dance and traditions. P1-3 performed "It's Christmas" and our ELC presented "Christmas Counts to families and our community. All performances were well attended and the children were fabulous, singing, performing and speaking with confidence.



Term 4 the whole school supported the Community Council with a whole school Community Litter Pick in Conon Bridge and Maryburgh. We were joined by both parent and community volunteers.

Our Parent Partnership funded a 2 day KAPLA event for ELC – P7. This was an incredible event – all staff, parent volunteers and children developed skills constructing bridges, building, animals and much more and together built a community. It was a fabulous experience.



### **Sport**

We are delighted to have so many children keen to learn Shinty. Miss Mackinnon has been coaching shinty for P4-7. The children have been participating in many competitions, demonstrating great skill and teamwork.



Some of our P7 children competed in the Ross-Shire Schools football tournament. They played fantastic football. Many of our children play for the Ben Wyvis football team or Soccer Sevens. The P5-7s have enjoyed playing against each other in small tournaments.

Pupils in P5-7 participated in County Sports in term 4. Collectively they won the Ross-Shire Schools County Sports Shield in addition to winning many medals.

### **Health and Wellbeing**

This session we were awarded with our bronze award for rights respecting schools. Our pupil council have worked hard to promote Rights Respecting Schools and we look forward to working towards our silver award next session.

Our ELC staff have worked hard this session to develop the nursery environment. Both rooms have a cosier feel with stimulating displays. The children are enjoying the large sofa, quiet areas.

Classes really valued visits from Aigas (ELC to P7) and Mikeysline (P1-7) supporting Health and Wellbeing with transferrable skills.

P6 pupils participated in Junior Leadership training. Most P6s completed all sessions and were presented with Junior Leadership award. Pupils in P1-3 engaged in fun sessions at break and lunchtimes and enjoyed interacting with the P6 children.

## **Comments from learners, families, stakeholders and staff**

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

Feedback in our whole school survey in February provided valuable information to support school improvement. The majority of parents felt that their child enjoys attending Ben Wyvis (41.9% agree, 53.2% strongly agree). The majority of families also felt that staff treat their child fairly and with respect (54.8% strongly agree and 43.5% agree).

Most families felt their children find learning tasks hard enough and feel provided with suitable challenge. (40.3% strongly agree, 28.4% agree)

Most families are aware of how their child is progressing and assessments used. Most families felt that they are given advice on how to support learning at home and that they receive regular feedback. Whilst this feedback is positive we feel this is an area that we could improve in.

## **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:

	<b>ELC</b>	<b>PRIMARY</b>
<b>QI 1.3</b> Leadership of change	Good	Good

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We look forward to building on the success of 2023-2024, developing Learning Teaching and Assessment, Health and Wellbeing and Early Learning and Childcare.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

For session 2024-2025 our Key Priorities for Improvement Planning are:

Learning, Teaching and Assessment

Health and Wellbeing

We will also have an improvement priority dedicated to Early Learning and Childcare.

## 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 school blog or by contacting the school office. We will be launching a new google site for Ben Wyvis Primary and hope to have this up and running early next session. Our school improvement plan will also be available on our google site.