



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

**2023-2024**

## Central School



*Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.*

*Safe, Mindful, Aspirational*

# Introduction: Local and National Context

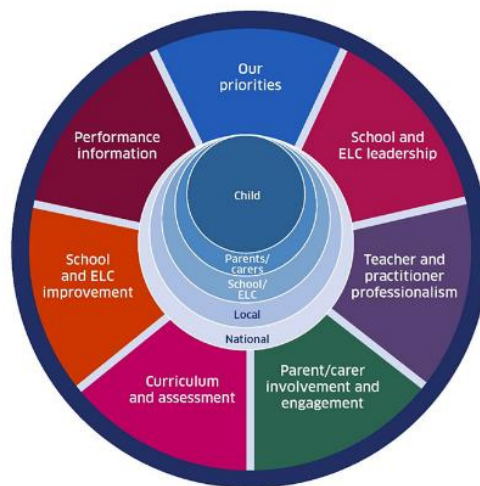
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

*Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.*

*Safe, Mindful, Aspirational*

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

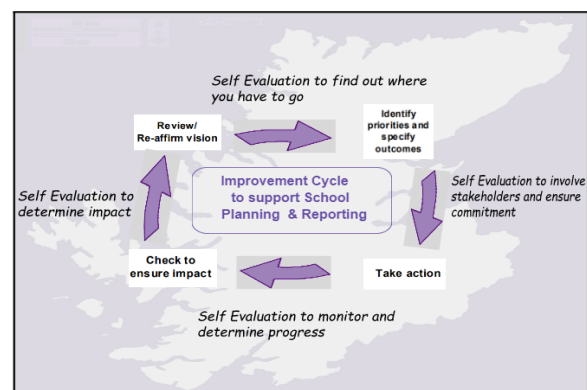
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Name

**Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.**

**Safe, Mindful, Aspirational**

Mrs A Fraser  
Head Teacher  
Central 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.

Attendance  
90.2%

Average Class Size  
22.3

Meeting PE Target  
Target Met

Pupil Numbers (inc nursery)  
156 (+48 nursery)

Teacher Numbers  
11

Pupil Teacher Ratio  
14.0

N3 25.6%	N4 74.4%	P1 11.6%	P2 18.7%	P3 10.9%	P4 17.4%	P5 12.9%	P6 15.4%	P7 12.9%
-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------

SIMD Q1 <sup>1</sup> 33.77%	SIMD Q2 45.45%	SIMD Q3 1.95%	SIMD Q4 12.34%	SIMD Q5 1.30%	Unknown 4.83%
--------------------------------	-------------------	------------------	-------------------	------------------	------------------

ASN <sup>2</sup> 56.49%	No ASN 43.51%	FSM <sup>3</sup> 23.87%	No FSM 76.13%	EAL <sup>4</sup> 46.45%	No EAL 53.55%
----------------------------	------------------	----------------------------	------------------	----------------------------	------------------

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

Reading

Most

Writing

Most

Listening and  
talking

Almost all

Numeracy

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

*Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.*

*Safe, Mindful, Aspirational*

---

Our vision is for all to love coming to school, aspire to be leaders of their own learning and leave feeling accomplished. (In short, Skipping in and Skipping out).

Safe, Mindful, Aspirational



Our school aims are

At central **listening** means everyone has a voice and is actively listened to Everyone uses kind words and listens respectfully to others.

At Central **open** means that everyone has the confidence to take risks knowing that mistakes are a valued part of the learning process. We have an open door culture which should always encourage inclusion and confidence.

At Central **valuing** ensures all staff, pupils and parents feel important and respected. Valuing and respecting everyone's role in the school community is important.

At Central **improving** means we are open to new ideas and ready to change. We value and strengthen existing good practice.

At Central **supporting** means everyone is always willing to listen in a non-judgemental way. It's supporting and praising every member by every member of our school community.

At Central **partnering** means everyone working together and helping each other to achieve a shared goal and make our school excellent.

At Central **delivering** means having a shared vision, which is shared by all and communicated.

Our vision, values and aims will be reviewed during session 2024 to 2025.

*Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.*

**Safe, Mindful, Aspirational**

---

## 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 continue to develop our learning, teaching and assessment practices across the school setting.  
To continue to develop moderation of learning in school and within our ASG: improve consistency of teaching and attainment of writing: continue to develop inclusive environments and continue to develop consistency of lesson delivery.

##### Progress:

- ✓ Our ELC received positive inspection visit feedback from Care Inspectorate
- ✓ SNSA assessments were completed in P7, P4, P1. SOFA assessments were completed in P2, P3, P5 and P6.
- ✓ Overall attainment in Literacy has increased this year.
- ✓ Almost all ELC staff took part in ASG moderation, focusing on Floor books and Learning Profiles to capture learning.
- ✓ Less than half of ELC staff took part in Tiered Vocabulary training to support development of Floor books and children's language skills.
- ✓ All teaching staff took part in Literacy for All training to increase the understanding of assessment model, intervention and ongoing observations for literacy difficulties and dyslexia.
- ✓ Almost all staff took part in collegiate sessions using The Circle Inclusive Framework to evaluate the social environment, physical environment and structures and routines
- ✓ Almost all teaching staff and a few pupils evaluated termly overviews
- ✓ Almost all staff recapped questioning techniques, learning intentions and success criteria
- ✓ Almost all collegiate sessions incorporated cooperative learning approaches

##### Impact:

- ✓ Planning, staff deployment and interactions were highlighted as key strengths of the setting
- ✓ Results were discussed during attainment meetings and identified gaps informed teaching to ensure progression and to raise attainment.
- ✓ ELC staff commented that ASG moderation supported their judgements.
- ✓ Almost all ELC staff feel more confident recording pupil voice and capturing pupil learning in floor books
- ✓ Almost all staff are beginning to use tiered vocabulary approach in daily practice.
- ✓ Almost all teaching staff have an understanding of the Literacy for All model
- ✓ Almost all teaching and ELC staff identified areas of strength and next steps using the Circle Framework in social environment, physical environment and structures and routines.
- ✓ Almost all teaching Staff and a few children commented the overviews were not used consistently to support learning and next steps for learning.
- ✓ Almost all teaching Staff identified links between questioning, learning intentions and success criteria with the meta skills.
- ✓ Almost all staff have an increased awareness of cooperative learning approaches.

##### Next steps:

To continue to develop profiling and learner profiles  
To continue to develop inclusive practice using The Circle Framework  
To continue to develop learning, teaching and assessment through planning across all areas of the curriculum

School Priority:

*Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.*

**Safe, Mindful, Aspirational**

## Expressive Arts

### Purpose:

Implementing progression of skills within Expressive Arts (music)

### Progress:

- ✓ All school aged children had an opportunity to work with Eden Court and took part in the performance.
- ✓ All school aged children were offered a range of drama and music experiences.
- ✓ Children P4-7 participated in music sessions with the Musician in Residence
- ✓ Almost all staff observed regular sessions with visiting practitioners.
- ✓ All staff discussed using meta skills in planning for learning in expressive arts.
- ✓ All children had access to musical instruments and percussion.

### Impact:

- ✓ All teachers felt children demonstrated confidence in their performance and most children improved their listening skills in drama and music.
- ✓ Some children commented they loved the sessions and liked the songs.
- ✓ Almost all staff incorporated some drama games into practice.
- ✓ All staff commented they are building their confidence with using meta skills in planning in Expressive Arts
- ✓ All children had a choice how to contribute to the performances.

### Next steps:

Continue to develop and deepen knowledge of understanding and progression within Expressive Arts with a focus on art and design.

Continue to use meta skills in planning and tracking for learning in Expressive Arts

### School Priority:

## Health and Wellbeing

### Purpose:

To continue to develop our learning and teaching practices in health and well-being to improve outcomes for learners, increase pupil voice and achieve our Rights Respecting Schools Silver Award.

### Progress:

- ✓ Rights Respecting Schools Silver Award plan is in place and is being implemented
- ✓ Almost all staff took part in creating Rights of the Month calendar.
- ✓ Almost all staff took part in High 5 training.
- ✓ Almost all staff evaluated physical and social environment, structures and routines using the Circle Framework.
- ✓ Classes charters have been created.
- ✓ Almost all children completed the Glasgow Well being survey

### Impact:

All teaching staff incorporated High 5's into our summer health week.  
Almost all staff increased awareness of High 5 resources and how to implement the resources.  
Almost all staff started to share the principles of the Right of the Month at class assemblies.  
Almost all staff reflected on how inclusive our learning environments are.  
Almost all classes created Class Charters incorporating pupil voice  
Children were identified to attend nurture groups.

*Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.*

**Safe, Mindful, Aspirational**

Almost all children who attended nurture sessions commented they enjoyed working in small groups and in a quiet area.

### Next steps:

Continue to work as a whole school community to achieve our Rights Respecting Schools Silver Award  
Continue to use Glasgow well being survey to identify needs of pupils. Use this information to plan individual and class strategies.

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Impact / progress summary
Eden Court	Individual children commented they have enjoyed taking part in drama and music activities. They have increased their participation and have become more engaged with Expressive Art activities. It has supported to build children's confidence, self-awareness and literacy skills. All children took part in the "Stories from different cultures" and enjoyed sharing our learning through storytelling.
Teacher	Children have commented that they have enjoyed working in small groups and they are becoming more aware of their own targets and how to improve. Identified children have been supported to access learning and be included.
PSA	PSA intervention to support teacher input has proved highly successful as almost all children with measured impact on literacy and numeracy. The children have worked in small groups and almost all achieved individual targets set resulting in age and stage ACEL.
Wider learning	Funding for pupils in P7 to engage in wider learning as part of transition prior to secondary school. Children chose where they wished to go and enjoyed variety of experiences including outdoor activities at Fairburn and local venue of go-kart. Funding to cover the cost of Landmark trip for all children entitled to free school meals.

## Wider achievements Coileanaidhean nas fharsainghe

Our nursery has successfully become a Makaton Friendly nursery and been awarded Bronze Award.

A few pupils represented our school and took part in Baxter River Ness 5k in October 2023.

A few P1-4 pupils represented our school and took part in the Baillie Cup in June 2024.

*"I loved it because I got to take part even though I didn't win any medals."*

*"I liked it because I got to run 200m."*



***Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.***

***Safe, Mindful, Aspirational***



P6 pupils took part in Euro Quiz to broaden their knowledge of Europe and the wider world. They came 3<sup>rd</sup>.

*"It was a little tricky, but it was super fun to do. For me the easiest was translating the sentences."  
"It was fun. The history questions were tricky."*

The children from P6 and P7 joined together as a team to take part in the Rotary Quiz. The children answered 4 rounds of general knowledge questions and had a great time.

In partnership with Eden Court, all pupils took part in a whole school performance to share stories from around the world.

*"It was fun when we did our performance about the bun on the run. I learned to not be shy and to just have fun."*

All classes created and presented class assemblies throughout the year.

All pupils took part in a Winter Showcase, the parents commented how much they enjoyed it.

*"It was really fun and not being shy and another thing was it was funny to wear the costumes and props."  
"Everyone took part which made it better."*

*"It was really fun learning about how to save water and then do an assembly about it."  
"I was a bit scared before the performance with my acting, I did it and I actually quite enjoyed it."*

The ASG held a Sports event for P1-P5 pupils. Two Primary 6 pupils from each school joined together to organise and lead the event.

*"It was organised great, it was a fun day."*

All pupils have had lessons from the Musician in Residence throughout the year.

*"That's really fun in general, sometimes it's quite loud."  
"It was really fun to do the body percussions and all of the musical games and songs."*



All pupils had the opportunity to go to Landmark this year. The children thoroughly enjoyed this experience.

*"Let's do it every year!"  
"I didn't want to go back down the waterslide but my friends kept saying come on the water slide with us and I did, it was ok."  
"I enjoyed the waterslides and the ant house because I got to play with my friends in P1."*



## Comments from learners, families, stakeholders and staff

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

#### Theme 1 Relationship Surveys

Pupils from P3-P7 took part in the HGIOURS Theme surveys.

*"I think I belong is when a teacher passes and says my name it just makes me feel welcomed and known."*

**Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.**

**Safe, Mindful, Aspirational**

*“The school helps me feel like I belong because I am pretty much friends with everyone and they are always kind to me and so are the staff/teachers. If I ever feel down people will comfort me but I really never feel down because my friends keep me happy.”*

*“The school takes care of me and keeps me safe by making sure that I am alright when I might be alone they'll check up on me and when I am worried staff/teachers let me know that everything will be alright.”*

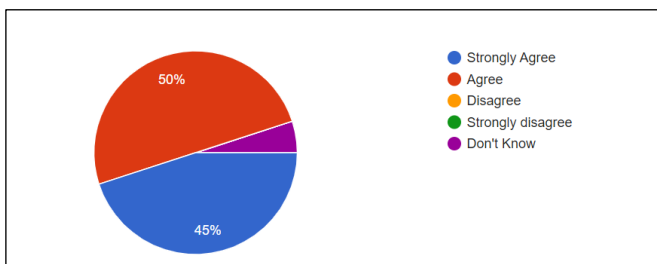
**Theme 5 Our Successes and Achievements**

*“It’s good how the school offers music, sports and after school activities. There’s nothing I would like to see included except for more clubs.”*

Questionnaires were sent home to all parents/carers from ELC-P7.

*“I am very pleased with the school.”*

I feel staff really know my child as an individual.



**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	Good	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.

**Key priorities for improvement planning**  
**Prìomhachasan airson planadh airson leasachadh**

*Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.*

**Safe, Mindful, Aspirational**

---

## Learning, Teaching and Assessment

- ✓ We wish to continue to develop profiling and learner profiles
- ✓ We wish to continue to develop inclusive practice using Circle Framework
- ✓ We wish to continue to develop learning, teaching and assessment practice across the school through planning across all areas of the curriculum

## Expressive Arts

We wish to continue to develop and deepen knowledge of understanding and progression within Expressive Arts with a focus on art and design.

Continue the use of meta skills in planning for learning in Expressive Arts

## Health and Well Being

We wish to continue to develop our work as a whole school community to achieve our Rights Respecting Schools Silver Award.

We wish to continue to use Glasgow well-being survey to identify needs of pupils. Use this information to plan individual and class strategies.

## 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/invernesshigh.org.uk/central-school/home> or by contacting the school office.

*Our Vision is for all to love coming to School, Aspire to be Leaders of their own Learning and Leave Feeling Accomplished.*

*Safe, Mindful, Aspirational*

---