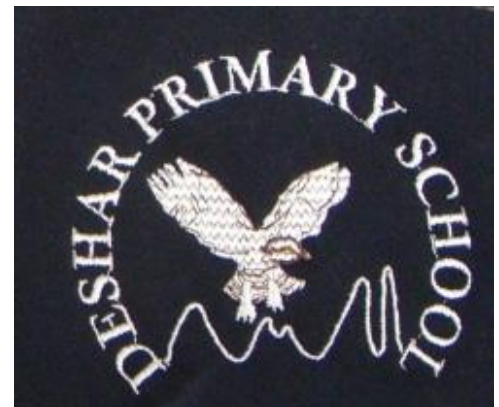




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Deshar Primary School & ELC



Introduction: Local and National Context

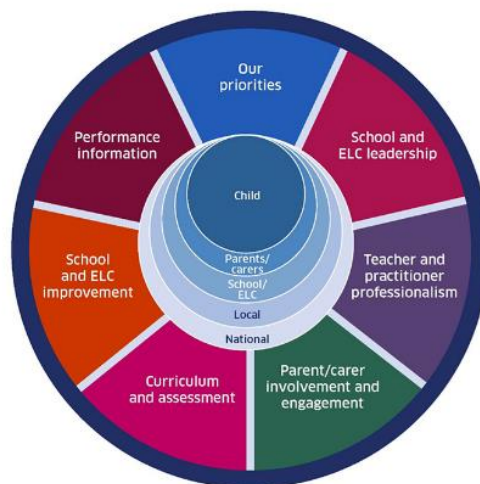
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Christopher Scrase
Head Teacher
Deshar 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.

Attendance
92.48%

Average Class Size
20.0

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
40 (+8 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
20.0

Deshar Primary School is located in a rural setting serving the local community of Boat of Garten in Strathspey.

There are 37 children attending the school and 9 children in nursery, ranging from N3 - P7. P1 – 3 and P4 - 7 are taught in multi-stage classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Deshar Primary School and Abernethy Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

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

Reading

Writing

Listening and
talking

Numeracy

Most

Majority

Most

Most

We have had **no** exclusions this year.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

Overall children are making the following progress:

Reading

Writing

Listening and
talking

Numeracy

Satisfactory progress

Satisfactory progress

Satisfactory progress

Satisfactory progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

At Deshar Primary School we have the following vision, values and aims.

Vision: Exploring and Learning Together

Values: Explore, Discover, Respect, Enjoy.

At Deshar Primary School we **aim:**

- To be a happy, safe, secure and nurturing school.
- To provide a broad, balanced, challenging and creative curriculum.
- To encourage collaborative learning and provide opportunities for discovery and exploration.
- To build relationships with parents and the wider community.
- To be welcoming and inclusive, respecting and celebrating differences.

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 Literacy

Purpose:

The purpose was to implement Talk for Writing across the school in order to raise attainment in Literacy and in particular writing

Progress:

- All staff completed training from Talk for Writing professionals.
- Staff had a collegiate approach to Talk for Writing within the classroom.
- Staff adapted the approaches of Talk for Writing to suit the children they were teaching.

Impact:

- Staff more confident teaching writing within their class.
- Some children were more enthusiastic about their writing, particularly the P1-4 children.
- Allowed children to consolidate their knowledge around an individual text type.
- Quality of writing improved especially in P1-4

Next steps:

- P1-4 continue to embed the new Talk for Writing approach.
- P5-7 to take a more hybrid approach to writing with a more focussed approach to success criteria for the different genres of writing.

Purpose:

To have a clear and coherent reference to framework and planning.

Progress:

- Started to look at Inter disciplinary Learning (IDL) approaches.
- Researched and looked at other schools IDL.

Impact:

- In the new session of 2024/2025 staff to implement a clear vision for an IDL approach on an ongoing 3 yearly cycle.
- Children will gain a broad general education across Primary P1-7
- Staff will agree on a curricular pathway to be followed

Next steps:

- Engage with the new Literacy and Numeracy frameworks.
- Create an IDL curriculum suitable for multi-composite classes.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Support Assistant (PSA) time has been used to support children within their Numeracy and Literacy work. There has been a small increase in children's attainment over the course of the year. Our PSA has been spending a lot of their time supporting the wellbeing of PEF attracted children and has taken the lead in ensuring they are following government guidelines of Getting It Right for Every Child (G.I.R.F.E.C). Spending this time on their wellbeing has seen an increase of their academic work.

Wider achievements

Coileanaidhean nas fharsainghe

- Our P7 children competed in the Rotary Quiz Competition in Aviemore.
- Our school has been making community links within our Boat of Garten Community.
- Our P7 children have completed their Bikeability Level 2 programme. Primary 4-5 have completed their Bikeability Level 1 training.
- P6&7 attended the Snow Sports Programme to make them more competent skiers.

Comments from learners, families, stakeholders and staff

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

The art projects we have been doing has been fun this year and I have really enjoyed it (P6). Some of the school trips have been good however, I would like to go on more (P5). Swimming was fun this year and I really enjoyed it (P5). The school grounds is a fun and welcoming place as we have lots of trees (P5). We really enjoy the adults within the school as they make learning fun and memorable (P5). The lunches that we have at school are nice to eat, especially the pizza (P3). There is lots of toys to play with outside making lunchtime and breaktime an enjoyable experience (P2)

Explore, Discover, Respect & Enjoy

It would be good in the future if we could have PE at Deshar all year round. Our school tarmac is broken and crumbly making it not safe. A new muga or place we can do a variety of PE activities would be great (P5 & P6). I would like a bigger canteen so we can use the space for indoor PE lessons (P2). Younger children in the school would like to go on more school trips (P3).

This year has been great developing a staff team for the present and moving forward together. We have had great success with the community involvement of Boat of Garten and we are looking to be doing more of this in the future. We are very fortunate that we have an active parental support where parents have given up their own time to support the school in such activities such as music, art and bikeability.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

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

Curriculum – The next session Deshar Primary School will continue to focus on creating a clear curricular pathway for the school. This will involve having a stronger focus on having a 3 year Inter Disciplinary Learning (IDL) approach to planning, teaching and learning. In addition to this, use and develop Highland Councils current Literacy and Numeracy progression exemplar across the school.

Numeracy – The next session at Deshar Primary School will look to raise attainment in Numeracy across the school. Although, our Numeracy is data is satisfactory, we will continue to improve this by ensuring numeracy resources are consistently used across the school and following an excellent standard of concrete, pictorial, abstract and problem-solving approach. The school will have a collegiate approach to using a variety of different resources to support and enhance children's learning.

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 [Deshar Primary School](#) or by contacting the school office.