



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

**2023-2024**

**Aldourie Primary School**



# Introduction: Local and National Context

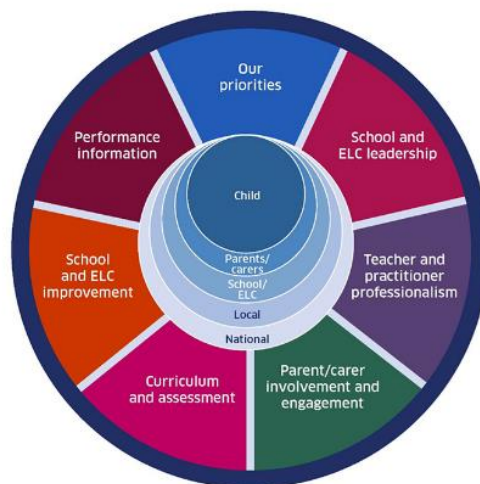
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Louise Robertson  
Head Teacher  
Aldourie 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**  
92.3%

**Average Class Size**  
11.5

**Meeting PE Target**  
Target Met

**Pupil Numbers (inc nursery)**  
23

**Teacher Numbers**  
4

**Pupil Teacher Ratio**  
6.5

We have had no exclusions this year.

Aldourie Primary School is located in a rural, setting serving the local community of Dores and Foyers on the south side of Loch Ness.

There are 23 children attending the school, ranging from P1- P7. This past year the pupils have been taught in P1 - 4 single multi-stage class as have the P5-7 pupils. This will change in August 2024 when our school roll falls to 19 and children will be taught in a single multistage class of P1-7 for two days of the week. The other three days will see the children continue to be taught in two multistage classes, P1-4 and P5-7. We do not have a nursery.

The headteacher has overall leadership responsibility for Aldourie Primary School but over this past year has covered Headteacher vacancies at Stratherrick PS, Strathdearn and Daviot PSs. This has meant that Aldourie Primary school improvement plan has not been fulfilled due to time limitations and trying to run different school improvement plans simultaneously. As of August 2024, the head teacher will have responsibility for Dochgarroch Primary School as a permanent cluster arrangement with Aldourie PS. Staff and children from both schools will have the opportunity to 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.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Most Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

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

**Reading**

Most

**Writing**

Majority

**Listening and talking**

Most

**Numeracy**

Majority

*Compassion Integrity and Respect : Little by little a little becomes a lot!*

# School vision, values and aims

## Lèirsinn, luachan agus amasan na sgoile

---

### Aldourie Primary School

#### **Respect. Integrity. Compassion.**

Aldourie provides stimulating learning experiences which allow each pupil to achieve their full potential in a caring and secure environment.

Aims developed by, and shared with parents, staff and pupils.

#### **Successful learners**

We aim to encourage a progressive development of skills and learning:

- using a variety of teaching methods which ensure appropriate pace of learning
- through an inter disciplinary approach focusing on numeracy, literacy, Health and Well-being
- by fostering positive attitudes to learning

We aim to maximise standards of attainment through:

- an ethos of achievement and meeting pupils' needs
- regular monitoring of progress and achievement
- working alongside partner agencies to meet the needs of the child
- regular use of IT to support learning

We aim to ensure Staff Development:

- through the Continued Professional Development programme of training
- through liaison with local Primary Schools and Inverness Royal Academy
- ensuring staff development and review arrangements are implemented
- through encouragement to take on leadership roles

#### **Confident individuals**

Aldourie primary aims to provide a caring, purposeful environment:

- allowing children to learn in a relaxed, secure atmosphere
- offering equal opportunities for all
- ensuring inclusion for all children
- providing experiences where children have opportunities to take initiative and leadership roles

We aim to provide a balanced curriculum:

- based on Curriculum for Excellence outcomes and experiences
- ensuring Health Promoting awareness and involvement in physical activities
- matching the needs and abilities of the individual child providing opportunities for pupils to set targets

### **Responsible citizens**

We aim to encourage in our children:

- self-discipline and self-respect
- tolerance and respect for the differences in others
- regard for the environment and understanding of citizenship
- ability to make informed choices and develop balanced views
- an awareness of Children's Rights

### **Effective contributors**

We aim to encourage in our children:

- communication and thinking skills along with an enterprising attitude
- creative, problem solving approaches using collaborative working strategies
- participation and involvement in their local community

Little by little a little becomes **a lot!**



## 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:

#### The 3 Ps : Promoting pupil, parent and partner participation

##### **Purpose:**

To promote a learner-centred approach through the CIRCLE framework, where learners are listened to and involved in the management of their own learning which is shared with parents. This will encourage effective collaboration between school staff and parents/carers. Parents will have a greater understanding in how to support their children in reading/writing/numeracy using 'modern methods'.

##### **Progress:**

CIRCLE framework introduced by educational Psychologist. Use of the Inclusive Classroom Scale and Participation Scale introduced. The CIRCLE Framework needs more input and training with all staff, due to HT secondments over past year. Pupil leadership groups set up after pupil elections were held.

Staff members assigned a pupil leadership group. School communication reviewed and online platforms explored to see what platforms were available to support school communication strategies.

New school website almost ready to launch.

Parental workshops help in reading/phonics and numeracy.

Individual google classrooms set up and being used to share learning by P5-7 class.

Parental workshops held in reading/phonics and numeracy.

##### **Impact:**

Satisfactory progress has been made in staff awareness of the CIRCLE toolkit for rating the classroom environment. They understand how they could use the CIRCLE Participation scale for identifying and measuring area affecting a learner's participation.

Good progress has been made in developing pupil voice opportunities through the leadership groups. Pupils from P5-7 are now in leadership roles within the school. Pupils have greater opportunities to be involved in decisions that affect events at school through pupil leadership groups.

Steady progress has been made in developing a website. Parents will have a 'one stop shop' to share in the life of the school. The website will offer reminders of events, links to newsletters etc which parents can access on their preferred device. This makes it easier for staff to communicate with parents.

Good progress has been made in involving parents in children's learning as P5-7 parents have access if they wish it to pupil's individual google classrooms where pupils learning can be seen and commented on. Although there was a low turnout for parent workshops, they were appreciated by those who attended.

##### **Next steps:**

To continue to develop use of the CIRCLE toolkit to support documenting evidence of assessment and input.

To use the CIRCLE toolkit to provide suggestions for successful collaborative working between school staff, parents/carers and partner agencies.

Develop pupil voice through the leadership groups to include feedback on learning and continue to develop pupil input to event days in school. A stronger focus to self-evaluation for continuous improvement needs to be followed to understand the school's strengths and improvement needs.

Revisit Young Leaders of Learning partnership with St Josephs school.

Consider how we continue to engage parents in pupil learning through widening access to individual pupil google classrooms for P1-4 pupils. Create IT buddies to support P1-4 from P5-7 pupils. Rollout further parent workshops, (writing, assessment) but include delivery of online video sessions to support working parents who can't attend during the day.

School Priority:

## Know thy Impact! Understanding and improving pedagogy, assessment and moderation strategies.

**Purpose:** Focus on pedagogy and what constitutes effective approaches to teaching and learning with a specific focus on assessment and differentiation.

### Progress:

INSET day exploring the themes within QI. 2.3 learning and teaching.  
HT attended David Gregory training on observation of learning in classrooms.  
Staff attended CIRCLE training with Educational Psychologist to support development of inclusive classrooms.  
Our focus on what constitutes effective approaches to teaching and learning has made progress with staff attending ASG meetings dependent on their working hours which has meant that no staff were able to attend all sessions.  
School assessments have been stripped back to include assessments that reflect against the benchmarks.

### Impact:

Good progress in effective approaches to learning and teaching throughout the school with teachers more aware of features of highly effective practice.  
Planning for assessment is being completed when planning blocks of teaching.  
HT more confident in what to look for in classroom observations and how to frame written feedback using quantitative phrases.  
Teachers are engaging with professional reading and research.  
Good progress was made in sharing good pedagogy across ASG:

- Most staff felt more confident following the Spotlight Assessment session.
- No change and more confident - most staff (76%)
- 74% are keen to keep the same 3 sessions of 1 ½ hours.
- Share overall feedback with all staff.

Less time is spent on assessment and so more time has been made available for teaching and learning.  
Through regular attainment meetings staff have greater confidence in deciding attainment levels at P1,P4 and P7.

### Next steps:

To continue to develop use of the CIRCLE toolkit to support documenting evidence of assessment and input. To use the CIRCLE toolkit to provide suggestions for successful collaborative working between school staff, parents/carers and partner agencies.

Sharing Good practice across the IRA ASG:

Looking forward staff have indicated for next session that they would like...

- Teachers sharing good practice (72%)
- Time for dialogue with colleagues (88%)
- Speakers in their area of expertise (64%)

The focus for 2024-2025 sessions could be...

- Overarching themes – Sustainability, Creativity, Digital (58%)

*Compassion Integrity and Respect : Little by little a little becomes a lot!*



- Feedback and Plenary (46%)
- 4 Contexts for Learning (40%)

School Priority:

## Curriculum Review

**Purpose:** Clarify school curriculum pathways and ensure they support children and young people to build on their prior learning and include appropriate progression for all learners. It was also identified that when reviewing our curriculum design, we should focus on spacing of learning to improve long-term retention, the benefits of interleaving practice, and the effect of learning in different contexts to aid memory recall. Need to ensure we have greater learner participation and engagement.

### Progress:

Staff have access to 'Tools and Targets' Literacy progressions which detail the expectations for each primary stage.

Further novel sets have been purchased and book banded, with a greater awareness to include diversity to better reflect the world around us.

Little progress was made on updating the curriculum aims, vision and rationale due to HT secondments.

Pupils are more involved in leadership opportunities and organising special events in the school and the wider community. Use of the meta skills framework from Skills development Scotland has started at a low level.

Parents have been offered opportunities to engage in reading, numeracy and digital workshops to support their children in homework.

Digital skills in the P5-7 have made good progress with the majority of pupils engaging their parents in their individual google classroom to share their learning.

Classrooms all have a pupil achievement board to celebrate wider achievements of pupils from out with the school as well as within school activities.

### Impact:

All Staff feel more confident that they are covering the areas expected and are avoiding repetition.

Diverse, inclusive, and representative children's literature ensured most young readers could see themselves reflected more in different lives and cultures, and the world around them through the stories that they were reading.

The majority of staff are more aware of the amount of time they are spending on different aspects of numeracy and planning out their year with a clearer structure in mind.

Within leadership groups all children have had the opportunity to work in different groups and taken on different roles and tasks developing greater confidence and awareness of the needs of others: understand and responding to feedback from other children sensitively.

Most parents who are on their child's google classroom are pleased to see their children's work on a regular basis and be able to comment on it.

Most children are keen to celebrate their achievements from activities and clubs. They are starting to realise their transferrable skills and the impact school and clubs together have on their attitude and physical fitness.

### Next steps:

Update curriculum vision, rationale, school values and aims to include cross cutting themes eg equality, enterprise, creativity, sustainable development education and international engagement.

Refocus attention on HNP digital Roadmap to ensure we are teaching numeracy using the most effective strategies to support understanding of number eg story problems, counting collections, choral counting and to support teachers understanding of progression within CfE levels.

Continue to support and celebrate pupils' achievements both within school at home and within our community through classroom achievement boards/ pupil leadership groups/ termly celebration

assemblies. Focussing on further development of the meta skills framework – self management, social intelligence and innovation through revitalising the four capacities.

Boost all parents' engagement and connection with children's learning through wider use of Digital technology as parents are finding it hard to find the time to have face to face meetings in school. This will be through individual google classrooms/sites, our new school website and workshops and online videos.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

---

The breakfast club run through 3 extra PSA hours funded by PEF has meant that all children have been able to enjoy a range of food options at break time which pupils have reported they are enjoying. Three further PSA hours have been used to support children's behaviour in the playground, reducing the breakdown of pupil relationships and resulting upset with time lost in class trying to unpick a situation, increasing the loss of learning. Children also quicker to settle back into class, ready to learn.

The new novel sets with increased diversity have been well received by staff and supplement a fully book banded selection of novels. This allows staff to select more appropriate books for children depending on their interests and reading ability.

## Wider achievements

### Coileanaidhean nas fharsainghe

---

- Baillie Cup
- Interschool sports winning Murray Challenge Shield
- Weekly chanter lessons
- Kodaly
- Feis Rois
- P7 transitions to IRA with Farr PS for maths and art.
- Swimming lessons at Inverness Aquadome
- Loch Insh P7 residential trip with Farr and Stratherrick PSs.
- Afterschool tennis club
- Young sports leader and Active school co-ordinator running lunchtime games club.
- Mcrobert Cup Cross country race
- World Book Day
- RHET day at Dunmaglass Estate
- Raising money for Children in Need
- Donation to Highland Foodbank
- Books sent to Mark Holmes football academy in Uganda
- Inverness Harriers
- Highland Martial Arts Centre
- Rainbows/Brownies/Guides/Scouts
- Judo
- Attendance at Horse riding club
- Various football academies
- Inverness Boxing club
- Golf
- Design school mural for Aldourie PS 150<sup>th</sup> birthday celebration

## Comments from learners, families, stakeholders and staff

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

---

Parents shared their views of the school through a menti board and said:



Children reported that:

They were really happy about getting more involved in planning the school events.

They felt able to say when something was wrong.

They liked having their own google classroom to share with parents.

Pupil leaders felt more confident and involved, enjoying helping and leading activities.

## 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:

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

---

Pupil, Parent and partner participation  
Pedagogy  
Curriculum Vision, Values and Aims.

## 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 by contacting the school office.