



SCHOOL STANDARDS AND QUALITY REPORT 2020/21

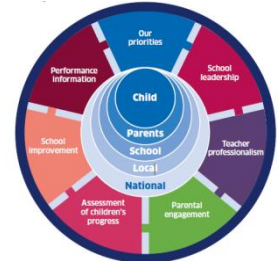


Standards and Quality Report

School/ELC Setting: Aviemore Primary/ELC

Head Teacher: Emma MacCallum

Date submitted: September 2021



Context of the school:

Aviemore Primary School and ELC is a large community school based in the village of Aviemore, within the Cairngorm National Park, providing education for children aged 3-12 through ELC provision and a primary school. The current school roll is 240 with an additional 50 children registered in the nursery. The ELC provision provides flexible childcare from 8am-6pm Monday to Friday in term time. There is an Additional Support Needs base in the school which serves the Badenoch and Strathspey area. The school covers a mixed diverse catchment area, catering for families from a variety of socio-economic backgrounds. The current SIMD spread ranges from 11-16. Aviemore Primary School and ELC is part of the Kingussie High School Associated Schools Group.

School Vision, Values and Aims:

Our Vision Statement

At Aviemore we are:

Always Learning

Always Growing

Always Positive

ELC: Play and Learn Together

Our Values:

Aviemore Primary

Values are:

Inclusion

Everyone learning and happy

Motivated

Open-minded

Respectful, resilient and responsible

Exploring new things

Aviemore ELC

Values are...

Inclusion

Everyone works together

Making friendships

Opportunities to play and learn

Respecting everyone

Exploring new things

Our Aims

(School and ELC)

To provide a safe and welcoming environment where children can play and learn.

To work with parents and partners to provide the best care and opportunities for our children and families.

To make links with our local community and use our environment as a learning resource.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 20/21, like session 19/20, has been extremely unusual, with periods of remote learning affecting our provision. This has affected the way we would be normally engage with our school/ELC community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session, as we did last session. As a result, we will be developing our documents with less consultation than is usually the case. We hope to be able to return to fuller consultation in session 21/22.

Collegiate meeting on 23/3/21 with teaching staff

Inset day meetings on 7/6/21 for teaching staff and support staff

Collegiate meeting on 22/6/21 for ELC staff

Parent Council Meeting on 8/6/21

Google Form survey of all parents May 2021

Google Form survey of all pupils May 2021

ASG meetings held weekly throughout the session.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of remote learning and other disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work in session 21/22 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2020/21 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 20/21 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 21/22, our main focus will therefore continue to be on three key areas:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We may carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2021/22 Improvement Plan if we have capacity to do so and next session we will be able to state more clearly what difference we have made with our projects.

In session 20/21 we used Pupil Equity Funding to support raising attainment in numeracy through the employment of an additional 0.5 teacher and 5.5 PSA hours. Identified children in P1-P7 had multiple 1:1 sessions a week working on Plus 1/Power of 2 numeracy resources. Comparative assessments at the beginning and end of term showed all children made significant improvements in basic numeracy skills. In ELC we used 0.1 of this time to develop numeracy home learning packs. Due to Covid restrictions these were not able to be used as a home learning resource, however this is planned for 21/22, guidance allowing.

As an ASG we used additional Covid funding to employ a 0.4 teacher to support health and well-being across the schools in our area. In Aviemore this resulted in weekly sessions for children in P5-7 using the Bounce Back resource. Data was collected for this intervention and it is planned to continue into session 21/22 with adaptations made, for example, individual sessions with identified pupils.

In ELC we moved to a fully outdoor provision for all N4 pupils this session. This was initially planned to be Covid safe, however continued as we observed the huge benefits for our children's learning and well-being and following positive feedback from staff, partners, children and parents.

In session 20/21 we continued our Improvement Project from 19/20 to develop approaches to teaching literacy. We consolidated and embedded initiatives 'Talk for Writing' and 'Wraparound Spelling.' Next session we will develop approaches to reading comprehension.

Q1 1.3

Leadership of change

Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".
- We have continued to embed our Vision, Values and Aims throughout our school and ELC community.
- In June 2021 our school was awarded with Gold Rights Respecting School status, recognising our effort to embed the UNCRC throughout our school and underpinning all our actions. To achieve this accreditation our school looked beyond our own community and learned about the rights of others around the world and how we can support every child accessing these. This involved a partnership with a school in Malawi and a shared comparative learning project on 'Rivers' and their uses in both localities.
- We have continued to embed our new 'Positive Relationships' policy underpinned by the above and working towards becoming a nurturing school.
- A significant change this session has been the implementation of new Progression Pathways and Curriculum Rationale. These have continued to be evaluated by staff and next session we hope to develop the skills progression linked to this.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- UNICEF Rights Respecting School Gold Accreditation
- Teachers' Planning and Evaluations
- Consequence card records and Pastoral notes
- Assembly feedback
- Quality assurance calendar (limited in activities this session.)
- Self-evaluation documentation (Jamboards this session)

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so
- Ensure robust self-evaluation by reintroducing pre-Covid practices and enhancing this process by providing more feedback on the implementation of change to all stakeholders.
- Further embed Vision, Values and Aims in ELC.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Good

Q1 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment".
- Raising attainment in literacy has continued to be a focus this session and we have embedded 'Wraparound Spelling' and 'Talk for Writing.' Both have increased pupil engagement and motivation. We will continue to monitor the impact on attainment next session.
- Assessment Overviews – detailing all the assessment approaches we use - have been implemented and also Assessment Trackers to show all assessment information for a class in one place. This will allow teachers to see the impact on attendance/ASN/EAL/SIMD on achievement. Collation of evidence will also mean accurate judgements supported by evidence.
- Writing assessment rubrics have been trialled by staff to measure progress in writing for individual pupils and to support moderation.
- Literacy and maths trackers are embedded and used to show progress. These are based on benchmarks and are presented in an Excel document which allows for simple and effective display of progress.
- A play based approach to learning is being developed in P1 and P2. Staff have accessed training and implemented strategies. Planning approaches have been shared with ELC to develop further consistency. Information has been created to share with parents.
- Outdoor Learning is a strength of the ELC and the nearby Milton and Orbital Woods are used effectively to support and enhance learning. Outdoor Classroom Day was also celebrated across school and ELC in November. Partners who usually support outdoor learning have not been permitted to do so this session.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Assessment Overview and Assessment Profiles
- Writing Assessments Rubric
- Learning Profiles
- Literacy and Maths trackers
- Parental and Pupil Survey feedback

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Continue to embed play based learning in the early years and develop approaches to evidencing achievement/attainment.
- Continue to embed literacy approaches – ‘Talk for Writing’ and ‘Wraparound Spelling’ and introduce reading comprehension strategies.
- Re-establish Learning Profiles. Focus on monitoring and tracking wider achievement across school career.
- Re-establish Quality Assurance Monitoring Calendar.
- Re-introduce visits from specialists to enhance learning experiences and welcome parents/carers into school to be involved in their child’s learning as soon as we are able to do so.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Satisfactory

Q1 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Ensuring wellbeing, equality and inclusion".
- Child Plans are in place for children who require additional support from multi-agencies. Talking mats are used to gain pupil voice. Form 1s are used for early identification of needs. Strategies are put in place and reviewed regularly. A new supporting appendix has been developed by ASN staff following training.
- All school staff regularly liaise with outside agencies including SALT, Education Psychologist, CSW and NHS staff.
- Social stories are used to support children with areas of difficulty.
- We have a specialist ASN provision which children access in addition to a mainstream class. Children are included in social opportunities with their peers and we continue to look for an appropriate balance between mainstream and provision to meet children's academic needs. This is continually evaluated.
- We are continuing to work towards becoming a Makaton Friendly School. Three staff (2 PSAs and 1 EYP) have volunteered to take the lead on this project. They have implemented signage around school and invited all children to take part in learning 'signs of the week.' This initiative was successfully continued during our closure period via Google Classrooms. Engagement from pupils across school and ELC was very high. We use other communication tools such as Boardmaker, PECS and PODD to support all learners. This year we performed a Makaton nativity virtually to parents/carers.
- Scottish Ballet delivered online workshops to P6 and P7 pupils.
- Highlife Highland have offered taster sessions in running and football to pupils across the school. Active schools co-ordinator has also delivered 'Young Leader' sessions to P6 pupils.
- In June 2021 our school was awarded with Gold Rights Respecting School status, recognising our effort to embed the UNCRC throughout our school and underpinning all our actions. To achieve this accreditation our school looked beyond our own community and learned about the rights of others around the world and how we can support every child accessing these. This involved a partnership with a school in Malawi and a shared comparative learning project on 'Rivers' and their uses in both localities.
- Children continued to take part in regular Fundraising opportunities. Each house group takes responsibility for organising an event as an enterprise project, e.g Blytheswood shoeboxes, Harvest Foodbank collection, Children in Need and Comic Relief. A Fundraising Calendar is created annually and shared with parents/carers at the beginning of the year to allow parents/carers to plan financially. There will continue to be limited planned fundraising next session to consider financial circumstances of families post-Covid.
- The building is evaluated for needs of individual children, staff and families and adapted to meet these, e.g sound systems purchased for children with hearing impairments, added visual supports for one pupil this session. Wheelchair access in all areas.
- Variety of safety (e.g internet) workshops delivered by parent/police officer.
- Discussion with Education Scotland re provision for ASN pupils during lockdown.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Child Plans
- Form 1s
- Protocols for individuals
- Pupil Behaviour Support Plans
- Positive Relationships Policy
- Boxall Profiles
- Fundraising Calendar
- UNICEF Rights Respecting School Gold Accreditation

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Review and adapt approach to Nurture Provision and Rainbow class following appointment of PT ASN.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Satisfactory.

Q1 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement/ensuring children's progress".
- Staff complete Summary of Pupil Progress and Performance (SPP) judgements twice yearly. We have continued attainment meetings where individual teachers meet with SMT to discuss these judgements and look at individuals and groups of children to identify where challenge could be increased or supports put in place to raise attainment. We have started to record SPP judgements over a child's school career to identify trends over time.
- Children's attainment at Early level is good and this session has improved in First and Second level
- In our ELC setting we collate information from Developmental overviews twice a year to identify areas of strength and areas for development and worked collegiately as a staff to analyse these and implement activities to support the development of key skills. We have started to do this process online this year.
- Pupil Equity Funding supported raising attainment in numeracy through the employment of an additional 0.5 teacher and 5.5 PSA hours. Identified children in P1-P7 had multiple 1:1 sessions a week working on Plus 1/Power of 2 numeracy resources. Comparative assessments at the beginning and end of term showed all children made significant improvements in basic numeracy skills.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- SNSA data
- SPP judgements
- SPP attainment discussions between staff and SMT.
- Assessment Policy and Overview
- Developmental overviews
- PEF numeracy assessment results

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Flexible opportunities for meaningful collaboration around moderation.
- Restart DYW initiatives including P7 work experience and Careers Fayre.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Satisfactory

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

Satisfactory

KEY THEME

from QI 2.2

Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Theme 3 (HGIOELC?)

- Learning and development pathways

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathways".
- Staff meet in stage partners with SMT at the beginning of every term to monitor and evaluate planning.
- We implemented our Curriculum Rationale, formalising our curriculum, ensuring consistency for all staff and supporting new members of staff.
- We implemented our Progression Pathways and Contexts for Learning overview. The focus for next session will be incorporating skills into these progressions and ensuring this underpins our curriculum.
- We engaged in a partnership with a school in Malawi and took part in a joint interdisciplinary project on Rivers. Children shared their learning across stages in school and with the partner school.
- New literacy initiatives embedded – Talk for Writing/Wraparound Spelling.
- Staff have adapted learning and teaching approaches to ensure continuity of education during school closure by establishing access digital learning and providing feedback and support.
- Several children have taken part in the virtual Music Festival.
- The Kingussie Associated Schools Group 3-18 Passport provides a list of experiences we aim to provide children living in the Badenoch and Strathspey area including visiting Ruthven Barracks, skiing on Cairngorm mountain and floating on the River Spey.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Progression Pathways
- Curriculum Rationale
- KHS ASG 3-18 Passport
- SMT monitoring of planning
- Learning Profiles (incorporating parent/carer feedback)

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Incorporate skills into Progression Pathways and evaluate 'Year 2' model and adapt as necessary.

KEY THEME

from QI 2.7

Partnerships

Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Partnerships – parental engagement".
- Partnership working is the area which has been most significantly impacted by Covid restrictions this session.
- Some opportunities took place virtually such as sessions with Police, Safe, Strong and Free and Feis.
- School and ELC are supported by an active Parent Council. The main purpose of the Parent Council has been fundraising which has been limited this session to an online school lottery. Meetings have also been held virtually.
- Aviemore Primary/ELC is part of the Kingussie High School Associated Schools Group. The headteachers in this ASG meet weekly to share practice, identify shared improvement priorities and discuss transition arrangements. A focus for this partnership is transition to KHS
- Professional partnerships support us to meet the needs of children e.g social work, NHS, allied health professionals.
- A strong partnership with Highlife Highland exists being part of a community school. Facilities such as dance studio and library are used to the advantage of learners. Sporting opportunities such as football, shinty, rugby are offered this way.
- ELC is supported by EYESO.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Parent Council minutes
- ASG meeting minutes
- Child's Plans
- EYESO visit records.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Reintroduce partnership working where permitted.
- Use PEF funding to establish PEEP (Parental Engagement) group in ELC.