******SCHOOL STANDARDS AND QUALITY REPORT 2018/19**

# **Standards and Quality Report**

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| **School: Aviemore Primary School/ELC****Head Teacher: Emma MacCallum****Date submitted: 18th June 2019** |

## 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 270 with an additional 80 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

**Our Values**

Aviemore Primary

Values are:

Inclusion

Everyone learning and happy

Motivated

Open-minded

Respectful, resilient and responsible

Exploring new things

**Our Aims**

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

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

o 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:

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| **Participants** | **Engagement details** |
| **Teachers and other staff, including ELC staff** | *Staff evaluation sessions on 3/10/18, 12/12/18, 27/3/19 and 8/5/19**ELC evaluation sessions on 18/9/18, 20/2/19 and 3/6/19* |
| **Parents** | *Parent Information Evening on 27/11/18**Parent Council Meeting on 29/5/19* |
| **Pupils** | *Pupil Council Meeting on 28/5/19 and regular meetings throughout the session.*  |
| **Volunteers working in school (such as parents taking after-school activities, 3rd sector engagement etc.)** | *Feedback sheet on school improvement priorities issued to volunteers/partners June 2019.* |
| **Other partners** | *HT meeting with Improvement Family on 5/6/19**Steve Holmes, Active Play**Tree of Knowledge* |
| **Associated Schools Group** | *ASG meeting on 3/5/19* |

## Review of School Improvement Work against the National Improvement Framework Priorities

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| **What have we done to close the attainment gap?** **Relevant Improvement Priority title/ Pupil Equity Funding project/ Scottish Attainment Challenge additional funding project: Assessment/Moderation and Health and Wellbeing of all.**  |
| **Impact and data** PEF funding has been used to close the gap in literacy and numeracy as well improving children’s health and wellbeing. Additional PSA time has been used to deliver literacy interventions: ‘Talk Boost’, ‘Teddy Talk’ and ‘Big Bear Banter’ to support talking and listening, in particular targeting children with EAL. These interventions have been focused in the early years, involving identified children to work towards achieving Early and First level outcomes of CfE. The identified PSA has tracked and monitored these children’s progress in ‘Teddy Talk’ and ‘Big Bear Banter’ and shared progress with relevant staff. ASN staff have taken responsibility for baseline ‘Talk Boost’ assessments at the beginning of the intervention (also used as an identification of need tool) and assessed again at the end to monitor impact. PEF funding was used to target numeracy through the employment of a teacher to deliver additional maths inputs to identified children working towards achieving Second level maths outcomes. Assessments were carried out at the beginning of the year and end to assess progress. Small group teaching using practical materials such as numicon was the focus to consolidate understanding of number, place value and the four operations to provide a solid foundation of conceptual understanding. This initiative was impacted by a change in staffing. Health and Wellbeing was a School Improvement Priority this session. PEF funding was used to fund the intervention ‘Active Play’ delivered by Steve Holmes. This encouraged children to develop skills such as co-operation and creativity. The underpinning values promoted were inclusion and fun. This was a whole class intervention for Primary 3, 4 and 5. Staff in these year groups as well as Pupil Support Staff received training from Steve Holmes and due to a staffing underspend were able to use some PEF money to buy resources to continue the initiative. Parent/carer training was also offered through a workshop. PEF money was also used to buy into the ‘Do-be mindful’ initiative which delivered online training in mindfulness for both staff and children. Staff reported positive effects on their own health and wellbeing and some staff have started to deliver to children and have reported positive impact on reducing anxiety and improved concentration and resilience.  |

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| **What have we done to raise attainment, particularly in Literacy and Numeracy?****Relevant Improvement Priority title: Assessment/Moderation** |
| **Impact and data** *See above for literacy and numeracy interventions supported by PEF funding.* Staff have used maths setting to raise attainment in numeracy. Children are assessed and grouped accordingly and then taught in targeted learning groups. The inclusion of ASN staff has meant that numeracy learning sets are smaller teaching groups. Staff have started to engage with the Highland Council ‘Numeracy Progression Framework’ and associated resources. Staff have adopted an active approach to teaching numeracy. Numicon has been invested in as a resource across the school. ELC staff have endeavoured to include numeracy opportunities in all contexts of the nursery, for example a café role play areas inspired children to learn about money and measuring and was supported to a visit to a real café in Aviemore. SPP data shows that children’s attainment in numeracy is increasing. SNSA results show that children are performing in line with national averages. Staff have started to explore different approaches to teaching literacy, for example, reading task maps. Early level staff have engaged with training in Emerging Literacy and have used resources and assessment/tracking tools. In our ELC staff have been supported by the SLT team to embed ‘Words Up’ messages in their practice. Phonics based reading resources (Big Cat) have been purchased to support early reading skills. Staff have identified that a whole school approach to writing is needed to raise attainment in this area, confirmed through SPP and SNSA data which shows children consistently perform below national averages. Assessment/Moderation has been a key priority in our School Improvement Plan. Progress has been tracked through Learning Profiles where children have created targets, evaluated progress and engaged in Key Assessment Tasks to evidence application of skill in a different context. Parental engagement in this process is facilitated through termly open events and encouraged at all opportunities, in particular in evidencing ‘Wider Achievements.’ Staff have engaged in moderation to ensure a shared understanding of achievement of a level.  |

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| **What have we done to improve children and young people’s health and wellbeing?****Relevant Improvement Priority title/ school project: Health and Wellbeing of all. Learning for Sustainability.** |
| **Impact and data** The Health and Wellbeing of all was a priority this session. Input from Tree of Knowledge targeted staff wellbeing thought the input ‘Fun at Work’ which in turn impacted positively on learners. Staff also received ‘High 5’ training from Dave Rex (dietician) and used this to plan learning and teaching in our whole school topic in term 4 – ‘Healthy Me.’ Our whole school topic encompassed learning about healthy bodies and minds and allowed children the opportunity to share learning opportunities. This culminated in a sharing assembly. We continued to work towards our Gold ‘Rights Respecting’ status as part of UNICEF’s ‘Rights Respecting Schools’ initiative after achieving our Silver ‘Rights Aware’ award in June 2018. Children explored the links between the UNCRC and SHANARRI wellbeing indicators. PEF funding was used to fund the intervention ‘Active Play’ delivered by Steve Holmes. This encouraged children to develop skills such as co-operation and creativity. The underpinning values promoted were inclusion and fun. This was a whole class intervention for Primary 3, 4 and 5. Staff in these year groups as well as Pupil Support Staff received training from Steve Holmes and due to a staffing underspend were able to use some PEF money to buy resources to continue the initiative. Parent/carer training was also offered through a workshop.Mindfulness was a priority in HWB learning this session. We invested (through PEF) in the Do-Be Mindful programme which all staff engaged in. The first programme concentrated on staff engagement and improving wellbeing. The second part of the programme ‘Explorers’ focused on delivering mindfulness lessons to children to improve wellbeing, focus , concentration and resilience. Staff and pupils have feedback positively on this initiative. Learning for Sustainability has been an improvement priority and our focus has been using the local environment as a learning resource. All classes have committed to providing outdoor learning opportunities at nearby Milton Woods. As a whole school, we celebrated Outdoor Classroom Day in November and May. Most staff from school and nursery attended the Outdoor Learning Festival in September. Two members of staff delivered workshops at this event. Five members of staff are at various stages of Forest Schools training. Our Parent Council organised a whole school fundraising event, a sponsored cycle, to raise money (over £4000) for outdoor equipment and also to promote a healthy lifestyle. New outdoor seating areas were built in the nursery and school playgrounds. A potting shed is due to be built during the summer holidays. Sand pits, water trays and numerous other items were also purchased/built with these funds.  |

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| **What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?****Relevant Improvement Priority title/ school project:**  |
| **Impact and data** Developing the Young Workforce was a priority along with STEM on the 17/18 School Improvement Plan. A Careers Evening was organised for Primary 5/6/7 pupils last session to make children aware of the variety of careers available to them and the skills required for these. The success of this was built upon over this session through inviting parents/carers and members of the local community to school to school to share their jobs, including more unusual occupations such as video link ups to Antartica to talk about world expeditions and a visit from Husky racers. We hosted a STEM day with a visitor from UHI which included a visit to each class across the school and nursery to share careers using STEM. Children in Primary 4 and 5 followed this up with a visit to the STEM Hub at UHI in Inverness. Children in the ELC have been visited by parents/carers in occupations such as police/ambulance as well as visiting establishments in the local community to consolidate learning, e.g builders yard, bank, supermarket and café.Primary 6 and 7 pupils have engaged with eportfolios using Chromebooks and P7 children have engaged with ‘My World of Work.’ |

## Our overall evaluation of the school’s capacity for continuous improvement:

**\* We are confident in our capacity for continuous improvement** [x]

**\* We have some concerns about our capacity for continuous improvement** [ ]

**Comment:**

All staff are committed to continuous improvement and engage in regular self-evaluation sessions to celebrate successes and identify next steps. Children and parents/carers are also included in the self-evaluation process through consultations at Pupil Council/Parent Council as well as regular surveys/questionnaires. This session has seen consultation on Vision, Values and Aims which has clarified the overall ambition/direction for the school and is regularly shared to ensure this becomes embedded. Therefore all stakeholders have a clear view on the school’s current position and path to improvement.

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| QI 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
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| **Question 1****How are we doing? What’s working well for our learners? What are the features of effective practice in our school/ELC setting?**  1. A new Vision, Values and Aims have been developed in consultation with children, parents/carers and staff. This is linked to Nursery Vision, Values and Aims developed in 17/18 session. This has been embedded through whole school assemblies with parents/carers are invited weekly to attend. Certificates celebrating achievement are linked to the three strands of the Vision statement: ‘always learning, always growing and always positive.’ A communal display highlights progress towards achieving our Vision as well as a visual poster present in every teaching area. Staff use these as a basis for discussion during circle time.
2. The new Vision, Values and Aims have formed the basis for a new ‘Positive Relationships’ policy developed through consultation with children, parents/carers and staff and ready to be implemented in session 19/20. The guiding principles of this are a nurturing and restorative approach.
3. Self-evaluation takes place at all levels in school. Individual staff take part in the Professional Review and Development cycle, setting plans in August in discussion with SMT and taking into account the School Improvement Priorities. CPD opportunities and sought and recorded along with impact. Collectively staff take part in whole school/nursery evaluation using HGIOS4 and HGIOELC. Interactive displays in school and nursery encourage staff to record progress throughout the year.
4. SMT evaluate progress through the use of a quality assurance monitoring calendar which details procedures over the course of the year, e.g classroom visits and jotter monitoring.
5. Leadership opportunities across the whole staff are encouraged. Working groups have been established to take forward School Improvement Priorities.
6. There are numerous leadership opportunities for children. All children are organised into four houses and Primary 7 pupils take on the role of House Captains, leading weekly house meetings where success is celebrated. Pupil groups such as Pupil Council, ARC (Aviemore Rights Champions) and our Eco committee also provide opportunities for children to lead initiatives across school.

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| **Question 2****How do we know? What evidence do we have of positive impact on our learners?** 1. Parents/carer questionnaires through ‘Google Forms’ have been used to gauge parental voice. Children have been consulted through Pupil Council representatives.
2. HGIOS 4 toolkit used for whole school evaluation and completed activity templates provide the basis for S&Q Report.
3. All staff used Highland Council CPD system to record PRD discussions, plans and CPD records. Teaching staff engage in Professional Update in a 5 year cycle.
4. Quality assurance monitoring calendar.
5. Distributed Leadership document details remits and responsibilities across school.
6. Pupil group minutes.

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| **Question 3****What could we do now? What actions would move us forward?** 1. **Continue to embed Vision, Values and Aims.**
2. **Implementation of ‘Positive Relationships’ policy with whole staff training from Pivotal Education.**
3. **Utilise HGIOURS with pupil groups.**

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| **What is your current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **and *How good is our early learning and Childcare?* six-point scale?** | **good** |

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| QI 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
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| **Question 1****How are we doing? What’s working well for our learners? What are the features of effective practice in our school/ELC setting?**  1. Learning Profiles have continued to be embedded in school and revamped in nursery to ensure continuous profiling and reporting. Parents/carers are invited to share learning termly as well as contribute on a regular basis and can request the Profile is taken home at any time. Children and teachers set targets and evaluate these. All children participate in key assessment tasks to apply learning across the curriculum. Wider achievements in and out of school are recorded and celebrated. Skills development and recording children’s aspirations have been a particular focus. Nursery staff have been trained in recording meaningful observations which focuses on the progress made by individual children across all areas of the curriculum.
2. Our Assessment Policy has been updated as part of HT engagement in SCEL module. Assessment Working Party was formed and met regularly in term 3 to work towards initiatives below.
3. New Assessment Overviews – detailing all the assessment approaches we use - have been developed and Assessment Trackers are to be implemented next term 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.
4. New literacy trackers have also been developed, following success of maths trackers currently in use. These are based on benchmarks and are presented in an Excel document which allows for simple and effective display of progress.
5. Chromebooks have been introduced for all P6-7 pupils and five devices for each class including nursery.
6. Outdoor Learning is strength of the school and the nearby Milton Woods is used effectively to support and enhance learning. Five members of staff are at various stages of Forest Schools training and have implemented these techniques with their classes. Outdoor Classroom Day was celebrated in November and May with all classes spending the morning taking part in activities outdoors, rotating around all staff. Partners are used to support outdoor learning, Roots and Shoots have facilitated ‘Outsider Decider’ sessions for al P7 pupils linking mental health to the outdoors. RSPB/Rangers and RHET have also contributed to various activities.
7. SMT have monitored learning and teaching in Health and Wellbeing this session. Staff have also taken part in peer observations where they have shared practice and supported one another.
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| **Question 2****How do we know? What evidence do we have of positive impact on our learners?** 1. Learning Profiles have been monitored by SMT as part of the quality assurance process. Feedback from parents/carers is included in the Profiles.
2. Quality assurance calendar and follow up evidence shows impact of learning and teaching observations in Health and Wellbeing.
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| **Question 3****What could we do now? What actions would move us forward?** 1. **Ensure chromebooks are used effectively to enhance learning.**
2. **Continue to moderate between staff and across the ASG to ensure consistency and confidence in teacher judgements.**
3. **Raise attainment in Literacy**
4. **Digital Learning**

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| **What is your current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **and *How good is our early learning and childcare?* six-point scale?** | **good** |

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| QI 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
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| **Question 1****How are we doing? What’s working well for our learners? What are the features of effective practice in our school/ELC setting?**  1. Child Plans are in place for children who require additional support from multi-agencies. Talking mats are used to gain pupil voice.
2. Form 1s are used for early identification of needs. Strategies are put in place and reviewed regularly.
3. Social stories are used to support children with areas of difficulty.
4. PECS and boardmaker symbols are used to support individual children.
5. Makaton is used with individual children. A training session was delivered for staff.
6. All staff receive annual Child Protection training.
7. A trained PSA has delivered sessions of ‘Emotional Literacy’ to identified pupils.
8. A trained PSA delivers interventions in ‘Life Skills’ and ‘Art therapy.’ Impacted by absence this session.
9. Our Nurture Room: ‘The Bothy’ operates on a daily basis to support pupils with identified need. Boxalls are used to identify need and monitor progress. Children are timetabled to receive support in the Bothy.
10. A Children’s Services Worker supports school and carries out interventions with identified children and their families.
11. Equalities policies shared with staff and parents/carers and reviewed regularly.
12. School facilitated a parenting class (Incredible Years) led by the school nurse.
13. All school staff regularly liaise with outside agencies including SALT, Education Psychologist and NHS staff.
14. Health and Wellbeing was a School Improvement Priority this session. PEF funding was used to fund the intervention ‘Active Play’ delivered by Steve Holmes. This encouraged children to develop skills such as co-operation and creativity. The underpinning values promoted were inclusion and fun. This was a whole class intervention for Primary 3, 4 and 5. Staff in these year groups as well as Pupil Support Staff received training from Steve Holmes and due to a staffing underspend were able to use some PEF money to buy resources to continue the initiative. Parent/carer training was also offered through a workshop. PEF money was also used to buy into the ‘Do-be mindful’ initiative which delivered online training in mindfulness for both staff and children. Staff reported positive effects on their own health and wellbeing and some staff have started to deliver to children and have reported positive impact on reducing anxiety and improved concentration and resilience.
15. Input from Tree of Knowledge targeted staff wellbeing thought the input ‘Fun at Work’ which in turn impacted positively on learners.
16. Staff received ‘High 5’ training from Dave Rex (dietician) and used this to plan learning and teaching in our whole school topic in term 4 – ‘Healthy Me.’ Our whole school topic encompassed learning about healthy bodies and minds and allowed children the opportunity to share learning opportunities. This culminated in a sharing assembly.
17. Sport Scotland Health Questionnaire completed showed that school is at Bronze level in sporting engagement and achievement. Consider pursuing with support of Active Schools Co-ordinator.
18. A group of Primary 7 pupils have been supported to work with Highlife’ to run a morning club for younger pupils ‘Wake-up, Shake-up.’ This promotes healthy and active lifestyles. Supervision is supported by a parent volunteer.
19. Most children in school are active and enjoy the outdoors due to the location of school in the Cairngorm National Park. Children’s achievements in snowsports, cycling, dancing, cheerleading, shinty, football and other sports are tracked through the Wider Achievements section of the Learning Profile and celebrated in Assembly and through our ‘Achievement Wall.’
20. Our Snowboard team won the Scottish Schools Snowsports Association Champions at Braehead in November 2018.
21. Visit from National Deaf Society Scotland bus to learn how technology can support our pupils with hearing impairments.
22. We continued to work towards our Gold ‘Rights Respecting’ status as part of UNICEF’s ‘Rights Respecting Schools’ initiative after achieving our Silver ‘Rights Aware’ award in June 2018. Children explored the links between the UNCRC and SHANARRI wellbeing indicators.
23. Children in Primary 6 and 7 took part in Rock Challenge, a dance/drama performance competition at Eden Court. The values of this initiative are a ‘performing creates a natural high.’
24. Children 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.
25. A volunteer facilitates weekly trips to the local foodbank for groups of children in Primary 5 and 6. Children are aware of the function of a foodbank and the processes used to make it work. Foodbank volunteers have visited school to provide a workshop for all children.
26. Primary 7 pupils take part in ski-ing on Cairngorm Mountain.

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| **Question 2****How do we know? What evidence do we have of positive impact on our learners?** 1. Child Plans
2. Form 1s
3. Protocols for individual children
4. Pupil Behaviour Support Plans
5. Boxall Profiles
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| **Question 3****What could we do now? What actions would move us forward?** 1. **Implement ‘Positive Relationships’ Policy including focus on Nurture/Restorative Approaches**

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| **What is your current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **and *How good is our early learning and childcare?* six-point scale?** | **good** |

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| QI 3.2Raising 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
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| **Question 1****How are we doing? What’s working well for our learners? What are the features of effective practice in our school/ELC setting?**  1. Time has been devoted to ensuring staff judgements are accurate and supported by reliable evidence. This has been evidenced in an updated Assessment Policy. Attainment figures do not evidence improvement but as staff we feel this is due to increased accuracy in judgements not a decline in pupil achievement.
2. Staff complete Summary of Pupil Progress and Performance (SPP) judgements twice yearly. This session we have introduced 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. This led to increased attainment between November and May this year.
3. Children’s attainment at Early level is good (77% in writing, 85% in reading, 98% in listening and talking and 87% in numeracy. Children’s attainment at First level ranges from 29% to 49% and could be improved. Children’s attainment at Second level ranges from 19% to 51% and could be improved. We are working on assessment processes to ensure that judgements are accurate and will continue to seek ways to quality assure this next session.
4. Children’s attainment in writing is an area we have identified for improvement across all levels at school.
5. In our ELC setting we have started to 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.
6. Over the course of this session, four members of the EYP team have volunteered to take on leadership opportunities to develop literacy and numeracy opportunities across the setting. We have been supported by our EYESO to create literacy and numeracy learning opportunities in all contexts of the nursery environment.

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| **Question 2****How do we know? What evidence do we have of positive impact on our learners?** 1. SNSA data
2. SPP judgements
3. SPP attainment discussions between staff and SMT.
4. Assessment Policy.
5. Developmental overviews
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| **Question 3****What could we do now? What actions would move us forward?** 1. **Continue with SPP attainment meetings.**
2. **Quality Assure assessment judgements.**
3. **Focus on improving attainment in writing by developing a whole school approach.**
4. **Use Service Development Time to continue to enhance literacy and numeracy provision in the ELC setting.**
5. **Introduce Spanish as 1+2 L3.**

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| **What is your current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **and *How good is our early learning and childcare?* six-point scale?** | **satisfactory** |

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| KEY THEME from QI 2.2 Curriculum | **Theme 3 (*HGIOS?4*)*** Learning pathways

**Theme 3 (*HGIOELC?)**** Learning and development pathways
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| **Question 1****How are we doing? What’s working well for our learners? What are the features of effective practice in our school/ELC setting?**  1. Numeracy trackers were developed in 17/18 following input from the Tapestry Partnership and staff Teacher Learning Community collegiate sessions. These have been implemented this session with positive feedback from all staff. Trackers are in the form of an Excel spreadsheet which is colour-coded and shows progress. A working party was established this year to create literacy trackers in the same format for implementation in 19/20.
2. Staff have used the Highland Literacy and Numeracy Progression to support planning. Staff have explored various resources to support literacy and from next session will invest in a whole school writing programme.
3. Literacy is celebrated through whole school events such as ‘World Book Day’ and ‘Roald Dahl Day.’
4. A new 3 year topic overview has been developed to ensure breadth and depth of learning across all areas of the curriculum.
5. Individual Pupil Passports have been developed (in Learning Profile folders) to record topics covered in an academic year and act as a simple transition document.
6. Children have had quality experiences in Expressive Arts, including sessions led by Drama expert Lorraine Hemmings (previously Eden Court Creative) linked to topic learning.
7. Several children have taken part in the Music Festival. The P3/4 class took part in the Junior Action song. Our school choir performed in the Mixed Choir section and received a shield as well as ‘Outstanding’ feedback. Individual children took part in other sections, including individual singing and instrumental.
8. 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.
9. Staff meet in stage partners with SMT at the beginning of every term to monitor and evaluate planning.

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| **Question 2****How do we know? What evidence do we have of positive impact on our learners?** 1. Numeracy trackers
2. 3 year topic overview
3. Pupil passports
4. KHS ASG 3-18 Passport
5. SMT monitoring of planning
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| **Question 3****What could we do now? What actions would move us forward?** 1. **Implement literacy trackers.**
2. **Implement whole school approach to writing following inset training from Anne Glennie ‘The Story Kitchen.’**

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| 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)
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| **Question 1****How are we doing? What’s working well for our learners? What are the features of effective practice in our school/ELC setting?**  1. School and nursery are supported by an active Parent Council. Membership of the Parent Council has grown over the course of this session with good attendance at regular meetings. The main purpose of the Parent Council has been fundraising and this session, the Parent Council worked with staff at school to plan a sponsored cycle which raised over £4000 which was used to develop our outdoor areas. The Parent Council continued to organise a ‘Summer Fun Night’ which is a popular community event as well as an effective fundraiser. The Parent Council have also taken time to evaluate and consider their role over the course of this session and have expressed an interest in supporting learning further. Current proposal is to organise supported reading. The Parent Council have provided further support by issuing parental engagement questionnaires to the wider parent community through the ‘Google Forms’ to find out how we can facilitate effective opportunities for parents/carers to engage.
2. Parents/carers are invited to school on a weekly basis to share in assemblies where achievement and success is celebrated. Parents/carers are invited in to school for termly open events to share their child’s learning through the Learning Profiles. Parents/carers regularly volunteer to support trips and excursions including weekly outdoor learning sessions. Individual parents/carers have visited school and nursery to share skills and expertise, for example a policeman has visited nursery children and a nurse visited P6/7 children to demonstrate CPR. Termly Parent Workshops have taken place, this session focusing on sharing our School Improvement Plan and Active Play.
3. Aviemore Primary/ELC is part of the Kingussie High School Associated Schools Group. The headteachers in this ASG meet regularly to share practice, identify shared improvement priorities and discuss transition arrangements. Staff have shared practice through Emerging Literacy twilights Early level teaching staff) as well as shared training for planning and reporting in ELC. Primary 7 teaching and support staff have taken part in transition activities with secondary staff during the P7 visit week.
4. 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.
5. Links are made between local businesses to enhance children’s understanding of the world of work and children have enjoyed visits from local business owners as well as visiting establishments in the community, for example P1 visited the deer farm at Rothiemurchus.
6. Primary 2 children took part in a project with Historic Scotland celebrating local heritage by creating a drama/dance performance at the Stone Circle, learning about the history of the monument.
7. Primary 7 children took part in the Rotary quiz and won the local round. They were placed 4th in the next regional heat.
8. P6 are taking part in the John Muir award.
9. P5 and P6 have been working with the RSPB to learn how to support supporting bird life and taking part in the Big Birdwatch.
10. School supported a community MacMillan coffee morning.
11. Our choir performed at Tesco for the local community.
12. Attenders at the Glen Centre were invited to our Christmas performances. Further opportunities for children to support the elderly residents in our community are being explored.
13. Children were invited to the local MacDonald Resort to watch the pantomime at Christmas.
14. Pastoral care for pupils is achieved through consultation with numerous agencies including social work and NHS.
15. ELC is supported by EYESO.

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| **Question 2****How do we know? What evidence do we have of positive impact on our learners?** 1. Parent Council minutes and ‘Google Form’ relating to parental engagement.
2. Learning Profiles evidence parental voice through feedback on learning and progress. Feedback gained from Parent Workshops.
3. Child’s Plans document involvement
4. EYESO visit records.
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| **Question 3****What could we do now? What actions would move us forward?** 1. **Look at support with digital learning from local businesses and other schools in the ASG. Moderation across the ASG.**
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| ADDITIONAL QI 2.6 TransitionsThis section is optional – schools are reminded to cycle through the remaining QIs as part of the self-evaluation process | **Themes from *HGIOS?4* and *HGIOELC?* (complete as appropriate)*** Arrangements to support learners and
* their families
* Collaborative planning and delivery
* Continuity and progression in learning
* Quality of support for children and their families
* Collaborative planning and delivery
* Continuity and progression in learning
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| **Question 1****How are we doing? What’s working well for our learners? What are the features of effective practice in our school/ELC setting?**  1. Nursery to school transition is strong. A transition timetable is completed in terms 2, 3 and 4 in collaboration with school and nursery staff. This is shared with parents and feedback sought through Google Forms. N4 children start to become familiar with the school building by using the gym hall and attending assembly. Planned visits to P1 classrooms take place termly with a different curricular focus. The frequency is increased in term 4. Children spend two mornings in their new Primary 1 classroom with classmates and new teacher in June during whole school ‘Move-up’ days. Children also have the chance to experience the playground, firstly in nursery groups and then with P1 children. P6 children are identified to become ‘buddies’ and support in the playground during transition experiences and again in term 1 as new Primary 7 pupils. Parents are invited to formal information sessions and informal sessions such as coffee mornings to find out about school, ask questions and meet other parents/carers. Parents are also invited to join their child for a school lunch in the canteen. Children take part in ‘Safe Strong and Free’ sessions in term 3 to learn about personal safety. Children take part in the ‘Resilient Kids’ programme – the first four sessions in term 4 of nursery and the second 4 sessions in term 1 of Primary 1. Developmental overviews are provided to Primary 1 teachers to ensure continuity of learning. Meetings between ELC and Primary 1 take place at June inset to pass on academic and pastoral information.
2. Home to nursery transition is facilitated through visits days – two mornings in the term before commencement and parent engagement sessions. Parents are invited to meet with HT and ELC staff in February during enrolment week. Parents/carers are invited to meet with their child’s keyworker in the first 6 weeks. Additional supports are put in place where necessary, for example visual books with photographs on the nursery environment and staff and written using social story language. Feedback from parents/carers is also sought through Google Forms throughout the year.
3. Primary 7 to S1 transition is also strong. Children are visited by staff from secondary school throughout the Primary 7 year including Guidance staff, ASN staff, SMT and subject teachers. Former pupils also return to share their experiences of S1 with prepared leaflets. Children with any ASN including social and emotional issues take part in an ‘Enhanced Transition’ programme where they participate in additional visits in small groups (10-12) to secondary school starting in term 3. During these visits children take part in various projects e.g acting as ‘factfinders’ for the rest of their peer group and feeding back on visits, presenting information as well as cooking/baking activities and this session film-making. Secondary staff are invited to Child Plan meetings in the Primary 7 year. A ‘Seasons for Growth’ transition group operates in term 4 for targeted children supported by two trained members of the PSA team and a CSW. All Primary 7 children take part in ‘Resilient Kids’ programme, however this year was substituted for ‘Outsider Decider’ sessions delivered by Roots and Shoots linking Outdoor Learning and Milton Woods. Children take part in a ‘Move-up’ week in June where they follow their S1 timetable for a week. Primary 7 class teachers are also invited to meet with secondary staff and share practice with other Primary staff across the ASG. Kingussie High School provide various events for parents/carers including the popular ‘Teach the Parents’ where parents/carers take part in classes facilitated by subject teachers. Plans for transition are discussed by Headteachers at ASG meetings throughout the year.
4. Transitions between classes is carefully planned and executed. Staff take part in transition meetings in term 4 when class lists are finalised. All staff are consulted in the creation of class lists. A transition checklist has been created which facilitates the sharing of academic and pastoral information. ASN staff support with the transfer of electronic learning trackers. Social stories are developed for children with Additional Support Needs to support the transition process. All children take part in two ‘Move-up’ mornings in June to spend time in their new classroom, with new classmates and new teacher.

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| **Question 2****How do we know? What evidence do we have of positive impact on our learners?** 1. Feedback from parents/carers, predominantly through Google Forms.
2. Feedback from pupils, formally gathered in Enhanced transition groups and ‘Seasons for Growth’ and ‘Resilient Kids.’
3. Discussions from ASG/minutes.
4. Staff meeting notes.
5. Transition checklist.
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| **Question 3****What could we do now? What actions would move us forward?** 1. **Use Assessment Trackers to enhance academic transition.**
2. **Seek further pupil voice opportunities.**

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| **What is your current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **and *How good is our early learning and childcare?* six-point scale?** | **good** |