



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Aviemore Primary School



Inclusion Motiovation Respect

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

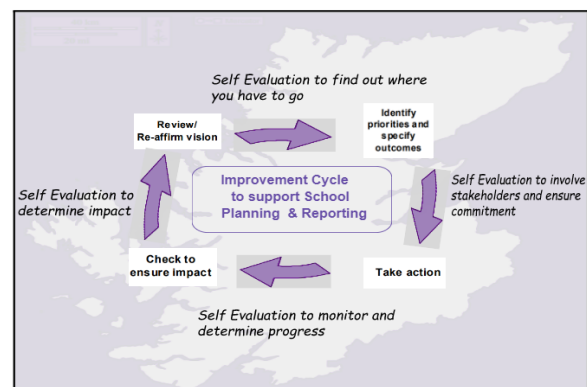
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Chenelle McMaster
Acting Headteacher
Aviemore 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 91.4%	Average Class Size 21.5	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 237	Teacher Numbers 15	Pupil Teacher Ratio 15.5
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N3 24%	N4 16%	P1 12.2%	P2 13.5%	P3 14.3%	P4 10.5%	P5 17.7%	P6 18.6%	P7 13.1%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 20-30%	SIMD Q4 70-80%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 30.4%	No ASN 69.6%	FSM³ 76.4%	No FSM 23.6%	EAL⁴ 8.6%	No EAL 91.4%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading Majority	Writing Majority	Listening and talking Most	Numeracy Majority
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No exclusions

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Always learning
Always growing
Always positive

Values

Aviemore Primary

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

Values are:
**Inclusion for
Everyone
Motivation in
Our Learning
Respect all
Equally**

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.

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:

Numeracy

Purpose:

Raising attainment in Numeracy

Progress:

- Continue to review and adapt maths planning overviews and maths trackers. Engage with any updated support material shared by Highland Council. Use Early Level Maths Progression for tracking and monitoring of individual ELC children.
- Continue to look for professional learning opportunities for all staff groups. Focus on cascading 'Financial Education' training completed by PT in 22/23.
- Focus on pedagogy and developing approaches to high quality learning and teaching. Implement Learning and Teaching Policy. Staff to engage with 'features of a high-quality lesson' toolkit created as part of this policy.

Impact:

- Consistency and coverage across the Numeracy curriculum.
- Consistency across ELC and P1/early level for transition
- 2023/2024 NSA data for Numeracy indicates an improvement in the P1 cohort.
- Staff have an increased confidence in financial education and have a bank of resources to support teaching and learning.
- Shared understanding of high-level quality of teaching and learning across the school and expectations monitored through peers and SLT.
- Through the teaching sprints, we made progress with recall and concept retention in mental maths strategies. Enhanced

- Use Simon Breakspear's 'Teaching Sprints' as a vehicle for developing numeracy strategies and sharing good practice following evaluations.
 - Implement Leckie as core resource and evaluate effectiveness of staff handbooks and textbooks. Implement agreed assessments at each stage.
 - Decide on key language of maths at each level.
 - Develop life skills maths programme for ASN children.
 - Evaluate approaches to differentiation and targeted support for numeracy.
 - Exploit opportunities for numeracy across the curriculum.
 - Ensure robust transition procedures to effectively share information about progress in numeracy.
 - PEF Project – PEF teacher to release class teachers to complete targeted intervention with PEF/other identified pupils.
 - Develop Pupil Voice in numeracy through Young Leaders of Learning.
- people's questioning strategies and enhanced maths discussions.
 - We have rolled out Leckie as a core resource and gathered feedback from staff on effectiveness of handbooks and textbooks. We are still in the Early stages of using assessments.
 - Staff discussed shared language of mathematical terms in the Leckie resources for consistent delivery across levels. PSA's took part on online training to support consistent delivery at all levels.
 - Made opportunities for children to apply Numeracy concepts in real life contexts e.g. local cafes, gardening. This has helped in application to everyday life of numeracy concepts.
 - Numeracy has been integrated into play pedagogy in the Early levels, making learning more contextual and relevant to children's interest.
 - PEF intervention done by PEF teacher using power of 1 resource. All of the 17 children made some improvement despite staff absences.
 - Young Leaders of Learning and Pupil Council led school self-evaluation sessions using HGIOS and SIP surveys. This has led to young people having ownership of their learning.

Next steps:

- Raise attainment in Numeracy
- Embed the Leckie resources and a use of shared language.
- Continue to evaluate approaches to differentiation and targeted support for numeracy.
- Continue to introduce the use of Numeracy Diagnostic tests to each year group incrementally.
- Focus on quick recall of basic facts and times tables-retrieval of maths facts
- Align maths trackers to new Highland Numeracy Framework
- Training using Manipulatives eg Numicon across the school, precision teaching, strategies for retrieval.
- Number Sprinkles training.

School Priority:

Stakeholder engagement

Purpose:

To increase partnerships with parers/carers and the wider community to increase the opportunities for better outcomes for our children through broader and more enhanced experiences.

Progress:

Impact:

Inclusion Motiovation Respect

Continue to develop above – nursery/school collaboration, community partnerships, parental engagement opportunities and pupil leadership. Specifically:

- Pupil led workshops for parents/carers to engage in learning and the curriculum.
- Develop and extend remit of Young Leaders of Learning.
- Ensure Ukrainian refugee families are included in school community.
- Develop and maximise use of our school garden to support learning.
- Continue to develop DYW opportunities across the school. Incorporate Career Education Scotland materials into Learning Profiles and share with parents/carers.
- Support Parent Council to establish Parent Sports Committee.
- Work with colleagues across the ASG on Scottish Book Trust Reading challenge.
- Extend use of 'My Rights to Wellbeing' across the school.
- Plan partnerships on school calendar linked to curricular outcomes and three year progression planner.
- Pupil led workshops were not delivered this session, however, we will look to do this in the future through Numeracy and Literacy SIP.
- Young Leaders of Learning and Pupil Council led school self-evaluation sessions using HGIOS and SIP surveys. This has led to young people having ownership of their learning.
- Celebrated cultural diversity day in assembly. Some staff celebrated Ukrainian cultural event organised by the parents.
- Looked at funding opportunities to ensure they can take part in all school/ community activities of the school e.g. Residential, Highlife memberships.
- Emails, signage, menus, parents night notes, all translated into Ukrainian to ensure everyone felt welcome and included. Feedback from parents has been positive and mentioned how they appreciated the inclusivity.
- Parent Council gave money to Eco committee to buy resources to support class gardening sessions.
- Weekly visit from volunteer Tom to support with gardening.
- Introduced the Monday Munch to provide DYW opportunities and greater stakeholder engagement. This has allowed for a broader and more enhanced learner experience in a real-life context.
- We have supported the Parent Council to set up a sports Committee which has been crucial in reviewing our Sports Day Practices. They have also supported training for our SHHA athletics event.
- ASG delivered introductory training on Scottish book trust and from this we devised an action plans a staff. We are working with parent volunteers and community library staff to facilitate our plan.
- During a Cat session, we planned Partnerships on school calendar linked to curricular outcomes and three-year progression planner. This has supported staff in planning to ensure there is breadth, depth in experiences across the levels and ensured community engagement in children's learning.

- Very good progress has been made in this area.

Next steps:

- Continue to facilitate pupil led workshops for parents/carers to engage in learning and the curriculum.
- Continue to work on the Reading school's project.

School Priority:

Moderation and Assessment

Purpose:

- Increased confidence in teacher judgements.
- More robust evidence to support judgements.

Progress:

- Work with ASG to moderate numeracy, listening and talking and consolidate literacy moderation.
- Continue to work collegiately in school and with ASG colleagues to moderate achievement of a level.
- Extend peer observations to visits across ASG.
- Continue to populate Google Drive and embed use across ASG.
- Continue to use SOFA and SNSA assessments to support teacher judgement and diagnostically to inform learning and teaching. Continue to use assessments in school to create bank of evidence for pupil progress.
- Embed new literacy trackers.
- Work with ASG to develop reading rubrics.

Impact:

- Worked with ASG to moderate talking and listening. Made us become more familiar with benchmarks and gave us more ideas of facilitating learning opportunities. This has had a positive impact on teacher judgement in achievement of a level.
- As a staff team, we moderated reading and writing, looking closely at benchmarks and writing rubrics. Introduced child friendly rubrics to support learning conversations and children's identification of their next steps and targets.
- Looked at reading rubrics as a staff and decided to use reading trackers to monitor progress.
- Used SOFA and NSA's assessments which have impacted on confidence of teacher judgements around ACEL data.
- Staff providing examples of work of children at age and stage/ achievement of levels to ensure consistency of judgement.
- Using Literacy trackers across the school. Recently updated in line with Highland Council documents.

Moderate progress has been made in this area as opportunities across ASG for moderation were not possible.

Next steps:

- Continue to populate Google Drive and embed use across ASG.
- Embed assessment moderation into Literacy and Numeracy specifically.
- Look at moderating Talk for Writing and delivery of the programme.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil equity funding was used to fund Additional teacher time – 0.6 which was used to deliver numeracy inputs using Power of 2 and Plus 1 resource. The intervention allowed for children to practise basic numeracy facts and calculations regularly on a one-to-one basis. This year's target was for all pupils receiving PEF numeracy intervention to progress by an average of 1* level as assessed using the Highland Numeracy Progression assessments in: addition & subtraction; numeral identification; forward and backward number word sequences; grouping & place value; basic facts; multiplication & division.

Summary

During this session:

9 children left the school before they could be reassessed.

7 children did not achieve the +1* progress target although 4 of these were very close.

22 children achieved the +1* target, of whom 12 exceeded this target.

This year's PEF numeracy intervention was heavily impacted by one of the teachers delivering it being signed off from work between February and May, which reduced the number of sessions many of the children received to one per week and left some without this intervention some weeks.

Wider achievements

Coileanaidhean nas fharsainghe

Aviemore Primary School children have been involved in a variety of sporting events this session. Aviemore Ski Team have represented us successfully in many tournaments. All P7's took part in the BSSSA ski programme at the beginning of the year. Aviemore Shinty Team have participated in many competitions including the Beaully Tournament and UHI cup. Aviemore Ice Hockey Team took part in the Pee Wee Ice Hockey Competition. A group of children were very successful in the recent Ice-skating competition at the Aviemore Ice rink. One P7 child took part in a Swimming Gala as part of the Grantown Swim Team. Another boy represented the Highland District Tennis Squad and recently won the Scottish Districts Team Competition at under 9's and came first beating many counties from around Scotland. Aviemore Netball team recently played their first match against Grantown Primary School. We took a team to represent our school at the Scottish Highland Inter-Schools Athletics Championships in Inverness. The children displayed a wonderful team spirit and lovely sportsmanship.

One of our P6 girls took part in the 'run for life' event to raise funds for Cancer research. We had two of our Nursery children take part in a sponsored walk to raise funds for their friend who has severe and complex needs.

Our children have also had numerous opportunities to excel in the expressive arts. Our P5 and P6 classes performed a brilliant Jacobite production called 'Culloden!', a script which was written by our own school staff. Our choir performed at Eastgate Shopping Centre in Inverness and at the local Christmas light switch on. One P7 pupil and two P6s pupil will be performing in a musical performance of 'Joseph and His Technicoloured Dreamcoat' at Eden Court in Inverness at the end of the month. Two of our pupils will also be performing at the Belludrum Festival in the holidays. Some children continue to take part in Feis Spe 'Storylands' sessions performing with their traditional Scottish instruments including Clarsach and fiddle. They have also shared performances at assembly to promote Feis Spe. Finally, a large group of children will be undertaking their Dance exams this week and we wish them all the best.

Comments from learners, families, stakeholders and staff

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

Staff have regularly evaluated against the HGIOS Quality Indicators and reflected on practice and progress made.

Common themes which have emerged are:

- The continued importance of outdoor learning and the positive impact it has on pupils. Ensuring that the use of the outdoor classroom and gardens are timetabled for all classes to use effectively.
- The positive impact of Monday Munch on promoting DYW skills, stakeholder engagement and pupil's contributing to their school community responsibly and respectfully.

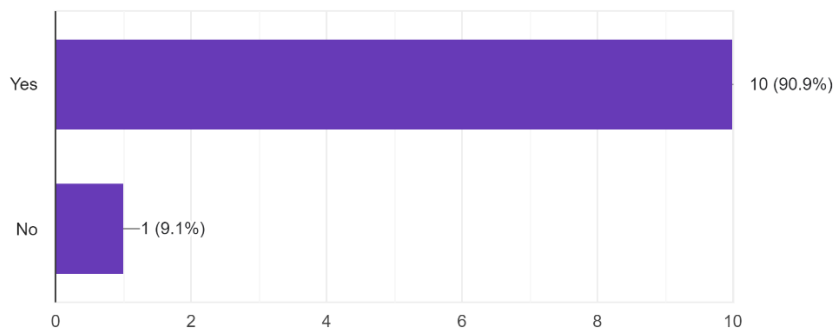
In addition, ELC staff evaluate against HGIOELC and the Quality Framework and create a termly action plan based on the results. Common themes which have emerged are:

- Monitor effective handwashing
- Continue to facilitate and promote self-help skills
- Breakfast club- children having ownership of toys/activities and create mind map of children's ideas)
- Consistent experiences across both rooms
- Tone and manner in communication to support wellbeing.

Parents/Carers are surveyed termly using Challenge Questions from HGIOS and HGOURS on the key Quality Indicators. Highlights from Parent/Carer survey on the School improvement survey is as follows:

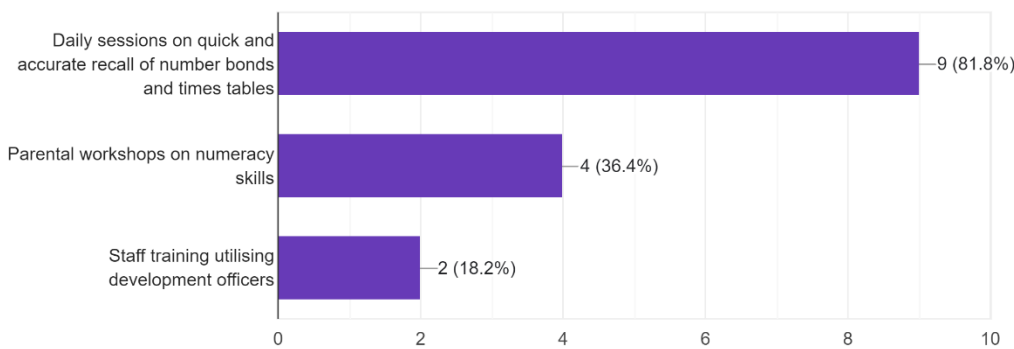
Do you feel our school would benefit from having numeracy on the school improvement plan again?

11 responses



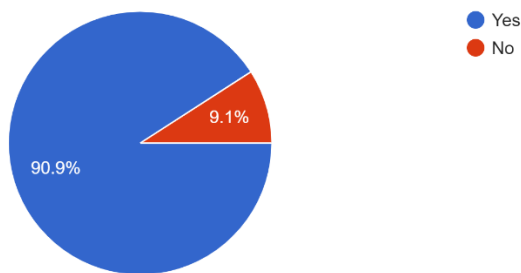
Please indicate below any suggestions you feel would further support raising attainment in numeracy in our school and ELC.

11 responses



Our staff have indicated that they would like to further develop literacy across to school, to support raising attainment. Do you feel this would be beneficial on the school improvement plan?

11 responses



Further parent comments:

'You all do a fantastic job, however may I suggest bringing parents or local business from the area to do work shops with children to inspire them and encourage them to be present and continue to help develop their life skill. Monday much is amazing and loved by the children and parents.'

'Spend more time outdoors gaining an understanding and building a positive relationship with the environment and natural world, which for this generation will need to be the priority in everything they do, from work to lifestyle to diet, clothing, shopping etc.'

Children in Pupil Groups lead self-evaluation using HGOURS.

Some highlights include:

Children feel that school helps them to feel that they belong by:

Staff being kind and supportive, school uniform, chances to make friends, getting support from PSA's in playground, choir and gardening and other clubs, buddies, inclusion.

Children know that they everyone is treated fairly and with respect in our school by:

Staff modelling it, hands up to speak, stepping in and making sure people are not being horrible, voting- pupil groups, include others, class charter, playground and pitch charters, assemblies, kind to each other, our vision, values and aims, people try to be as positive as they can, they share.

Pupil Council created an Action Plan for 24-25 from the feedback from 23-24:

- Look at the bullying survey results with the pupil council and get suggestions of what we could do going forward. Perhaps use the Bounceback programme.
- Request for PSA in the medical room over break and lunch times.

- Request for more basketball hoops in the playground or fix the ones that we have.
- Ensure litter picking rota continues next term.
- Work with the Path Pirates to help clear paths around school.
- Look into having more Chromebooks in each class.
- Create a timetable for tidying the shared area.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

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

	ELC	PRIMARY
QI 1.3 Leadership of change	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory

QI 3.2

Raising attainment and achievement/Securing children's progress

Satisfactory

Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Raising attainment in Numeracy

Raising attainment in Literacy through writing

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website aviemoreprimary.co.uk or by contacting the school office.