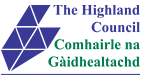
******SCHOOL STANDARDS AND QUALITY REPORT 2019/20**

# **Standards and Quality Report**

|  |
| --- |
| **School: Aviemore Primary School/ELC**  **Head Teacher: Emma MacCallum**  **Date submitted: September 2020** |

## 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 245 with an additional 55 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)

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:

|  |
| --- |
| 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 19/20 has been extremely unusual, with the closure of schools taking effect from Monday 23 March and extending into the summer term. This is exactly the time when we would be engaging with our school 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 a result, for this year only, we will be developing our documents with less consultation than is usually the case. |

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

**Our school’s capacity for continuous improvement, like that of every school in the country, has been affected by the school closures 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 once the school re-opens will be to rebuild our capacity for improvement.**

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 worked on improvement projects designed to help us to address the priorities listed above. Our School Improvement Plan for session 2019/20 contains details of what we planned to do. This included the way that we used resources such as the Pupil Equity Fund to close the deprivation-linked attainment gap. Our plans were well underway, and some were nearing completion, but the school closures in response to Covid-19 means that we have been unable to complete all of our projects, or to evaluate their effectiveness in terms of outcomes for our school community. In session 20/21, or main focus will be on three key areas, in response to the extended school closures:**  **1) Health and wellbeing**  **2) Recovery of learning, teaching and assessment**  **3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**  **We will carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2020/21 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.** |

|  |  |  |
| --- | --- | --- |
| QI 1.3Leadership 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 school closure 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”. * New members of SMT appointed; DHT and PT posts from current staffing. * Self-evaluation takes place at all levels in school. Individual staff take part in the Professional Review and Development cycle, setting plans in term 1 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. The closure period has enabled extensive online training opportunities and staff have made excellent use of the Highland Digital Hub. All staff have taken part in self-evaluation activities, ELC staff have completed fortnightly professional reading and reflection tasks. * 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. This is unfinished for this session due to school closure. * 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, JRSO (Junior Road Safety Officers), ARC (Aviemore Rights Champions) and our Eco committee also provide opportunities for children to lead initiatives across school. We received our Eco Flag at the start of this session. A Gold Rights Respecting Schools Assessment was postponed due to school closure. * A new Positive Relationships policy was implemented at the start of this session based on our Vision, Values and Aims. We will continue to monitor the impact next session. | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Parents/carer questionnaires through ‘Google Forms’ have been used to gauge parental voice. Regular Parent Council meetings have provided updates on progress with SIP. One virtual meeting during closure period. * Children have been consulted through Pupil Council representatives. Pupil Council have engaged with HGIOURS and recorded answers to questions. * HGIOS 4 toolkit used for whole school evaluation and completed activity templates provide the basis for S&Q Report. Final term incomplete. * 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. * Quality assurance monitoring calendar. * Distributed Leadership document details remits and responsibilities across school. | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | | |
| **Our current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale – based on an incomplete analysis of our progress (because of the school closure). SCHOOL** | | **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 school closure). ELC setting** | | **satisfactory** |

|  |  |  |
| --- | --- | --- |
| QI 2.3Learning, 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 school closure 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 been a focus this session and we have introduced ‘Wraparound Spelling’ and ‘Talk for Writing.’ Both have increased pupil engagement and motivation. We will continue to monitor the impact on attainment next session. Staff have engaged enthusiastically in training led by the PEF Literacy Development Officer. A lunchtime ‘Author’s Club’ was established to further increase pupil engagement and motivation. A Writing workshop for parents and carers took place in term 2. * Developing the Young Workforce has been further developed and embedded within our curriculum. Links have been fostered with local businesses and groups including Academy 9. All Primary 7 children had the opportunity to take part in a 6 week rotational work experience placement utilizing staff/departments in the school vicinity e.g catering, facilities management, library, local shop. Our DHT joined a national discussion on developing and embedding DYW further. * Learning Profiles have continued to be embedded in school and 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. * 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. * 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. * Chromebooks have been used across all Classrooms. Staff engaged in CPD relating to G suite tools and were able to utilize this during the closure period. * Decodable books used in Primary 1. * High quality Learning Environment/Planning in the Moment training for all ELC staff. * Realising the Ambition training for ELC/P1 staff which will support development of a play based approach. * Outdoor Learning is strength of the school and the nearby Milton and Orbital Woods are used effectively to support and enhance learning. Outdoor Classroom Day was celebrated in November. 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. * SMT have monitored learning and teaching in Literacy this session. Staff have also taken part in peer observations where they have shared practice and supported one another. | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Learning Profiles in ELC have been monitored by SMT as part of the quality assurance process. Feedback from parents/carers is included in the Profiles across school. * Quality assurance calendar and follow up evidence shows impact of learning and teaching observations in Literacy. | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | | |
| **Our current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale – based on an incomplete analysis of our progress (because of the school closure). SCHOOL** | | **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 school closure). ELC setting** | | **good** |

|  |  |  |
| --- | --- | --- |
| QI 3.1Ensuring 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 school closure 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. * 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. Communication with key person has continued during school closure period for children who access the Bothy. * All staff took part in local authority training – Neuro-developmental Diversity and Difference and Positive Relationships. * We are working 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. * Social stories are used to support children with areas of difficulty. * A trained PSA has delivered sessions of ‘Emotional Literacy’ to identified pupils. This has continued during school closure. * Equalities policies shared with staff and parents/carers and reviewed this session. * Equality promoting posters displayed around school. * Scottish Ballet visited P6 and delivered ‘Safe to Me’ workshop and performance celebrating equality and diversity in the context of family structure. * NSPCC visited school to deliver inputs to all children and more specific workshops for P6 and P7 children. * All school staff regularly liaise with outside agencies including SALT, Education Psychologist, CSW and NHS staff. Weekly meetings with our Practice Lead have taken place during school closure and vulnerable children kept in touch with. Four children accepted a place at a KIT Hub. * 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. * 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.’ This included one pupil taking part in World Ice Skating Championships watched by her class on the BBC and Silver medals for 4 children at SSSA Skiing Scottish Schools Finals in Glasgow. * 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. Gold assessment was postponed in June 2020. * 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. There will be no planned fundraising next session to consider financial circumstances of families post-Covid. * 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. * School 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. * Internet Safety workshop for parents/carers in term 4 during school closure led by Robert Quigley and Eliz McIntosh. | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Child Plans * Form 1s * Protocols for individual children * Pupil Behaviour Support Plans * Boxall Profiles * Parent/carer surveys | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | | |
| **Our current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale – based on an incomplete analysis of our progress (because of the school closure). SCHOOL** | | **very 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 school closure). ELC setting** | | **good** |

|  |  |  |
| --- | --- | --- |
| 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 | |
| **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 school closure 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. This led to increased attainment between November and May this year. * Children’s attainment at Early level is good and this session has improved in First and Second level although data of levels was not formally collected. * 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. * All members of the ELC team have an area of leadership to continue to develop all areas of the curriculum. | | |
| **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 | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | | |
| **Our current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale – based on an incomplete analysis of our progress (because of the school closure).** | | **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 school closure).** | | **good** |

|  |  |
| --- | --- |
| KEY THEMEfrom QI 2.2Curriculum | **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 school closure 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”. * Literacy is celebrated through whole school events such as ‘World Book Day’ and ‘Roald Dahl Day’ as well as author visits from local writers, Barbara Henderson and Nancy Chambers. Children take part in Bookbug week. All children enjoy weekly visits to our adjoining library. * All children took part in a whole school Enterprise topic. They made and sold craft items for our Christmas Fayre and P7 arranged ‘Aviemore’s Got Talent.’ * STEM has been the focus for CCR teaching in P4-7 and children have had the opportunity to engage in quality learning experiences. We have liaised with UHI and Education Scotland. In our ELC we have developed STEM sacks for children to share STEM experiences at home. STEM sacks for P1 have been developed during school closure time to use next session. * Children have had quality experiences in Expressive Arts, including sessions led by Drama expert Lorraine Hemmings (Borealis Arts, previously Eden Court Creative.) * Several children have taken part in the Music Festival. Individuals have taken part through their music tuition as well as P1/2, P2 and P2/3 and our school choir. * 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. * Staff meet in stage partners with SMT at the beginning of every term to monitor and evaluate planning. * During our school closure we revised and updated our Curriculum Rationale, consulting with all staff. * We used our additional inset days to create Progression Pathways, starting with Health and Wellbeing. During school closure we completed Progression Pathways for all curricular areas (except Literacy and Numeracy) and a new Contexts for Learning overview. We will implement this from next session, being mindful of how much can be achieved depending on return to school scenario. The focus for next session will be incorporating skills into these progressions and ensuring this underpins our curriculum. * New literacy initiatives developed – 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. * Diverse opportunities for learning e.g multi-sensory learning. | |
| **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 extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | |

|  |  |
| --- | --- |
| KEY THEMEfrom QI 2.7Partnerships | **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 school closure 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”. * School and ELC 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. * 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. Visits in to school have been temporarily suspended due to Covid. Termly Parent Workshops have taken place, focusing on sharing our School Improvement Plan. The final workshop was led by Robert Quigley and took place via Google Meet. * 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 Moderation twilights. 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. * Primary 7 children took part in the Rotary quiz and won the local round and came 2nd in the regional round qualifying for a place in the finals which were unfortunately cancelled. * Inter-generational learning has been a focus. ELC children visit the Glen Centre weekly and engage in activities with residents such as jigsaws, games, art, craft and singing. Children in school also joined the local Otago class and sang Christmas Carols. * Pastoral care for pupils is achieved through consultation with numerous agencies including social work and NHS. * Digital Learning was supported by Speysound Radio and children had the opportunity to create several broadcasts over the year. * ELC is supported by EYESO. * Roots and Shoots have delivered ‘Outsider Decider’ sessions for our P7 children and plan to run transition events over the summer. * DYW is promoted through partnerships with local businesses P7 children took part in a rotational 6 week work experience placement. * Foodbank is supported by school on a weekly basis. * Expressive Arts is supported by connections in the local community – Borealis Arts, choir etc. | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Parent Council minutes * Learning Profiles evidence parental voice through feedback on learning and progress. Feedback gained from Parent Workshops. * Child’s Plans document involvement * 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 extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | |