



School Context and Overview

Alves Primary School provides a non-denominational education in a rural environment on the A96 between Forres and Elgin. The school currently has 4 composite classes comprising of a P1/2, P3/4, P4/5/6 and P6/7. The staff is made up of a Head Teacher, 3 class teachers, part-time Sfl teacher, probationer teacher, 4 part-time Pupil Support Assistants, part-time classroom assistant, part-time playground/children supervisor, and a part-time administrator. Alves Primary has a very strong learning community where everyone is involved and valued. There is a very active Parent Council and parent forum, which really engages in the learning experience of the pupils. Alves Primary is determined to provide high quality learning experiences with a priority of meeting all the needs of our pupils.

Alves primary has a main building for learning & teaching and a hall building for PE and lunch. The hall building also contains our ASN room, Nurture room and positive behaviour area for enriched learning and rewards. On the school grounds, there is a fantastic outdoor learning area with a sensory garden, outdoor classroom, potting shed and a very large playground and grass pitch. The school is currently converting the store building into a Hub space for partner agencies and supporting pupils and the parent forum.

The school's curriculum design involved all stakeholders, which is reviewed and underpinned by the four capacities and entitlements of CFE. Through the self-evaluation process and involvement of all stakeholders, agreed improvements have been made which has led to 9 Moray Young Citizens Awards for Primary Schools, 2 Green Flag awards, Diabetes UK award, RRSA Silver, 5 Rotary Presidential Citations and the SportScotland Gold Award.

HMIe inspected the school during the week of March 9th 2020 prior to the Covid-19 lockdown. The inspection findings report was published on July 14th 2020, which found the school "Very Good" across all aspects.

Roll	Physical Capacity	Functional Capacity	Attendance	Exclusions	LAC	ASN pupils	SIMD profile	Staffing	Vacancies
78	121	100	94.49	0	1	35	7	14	1 filled by NQT

Vision: Alves Primary is a place of inspiration. Learning is fun and interactive and everyone is supportive of each other. Everyone in the community takes an active role and cares about each other and the school. Alves Primary is a place where aspirations to dream more, learn more, do more and become more, are realised.

Values: Respect, Teamwork, Caring and Enthusiasm were created by the pupils to ensure the best learning environment possible

ALVES PRIMARY SCHOOL



ALVES IS ACE!

Ambition Confidence Empathy



Priority 1

Summary of Priority

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
- ☒ Empowering leadership at all Levels

- ☒ Curriculum
- ☒ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input checked="" type="checkbox"/> <u>Priority 2</u> – Safeguarding <input checked="" type="checkbox"/> <u>Priority 3</u> – Poverty <input checked="" type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

Self-evaluation process uses a wide range of quantitative and qualitative evidence to support improvement decisions, academically and socially, and is linked to local and national improvements. The use of the Seemis Tracker, Google Docs, tracking folders, and collaborative approach for planning, moderation and attainment meetings informed us how to address the needs of our pupils. The review of digital technology has improved the use of Google Docs to streamline this process. This ensured the identification of emergent need and the ability to prioritise improvements for closing the attainment gap. PEF and ASN pupils were supported through targeted interventions, identifying barriers to learning, and use of partner agencies where appropriate. Improved use of data has supported qualitative evidence for high-level discussions around improvements. This data includes trends locally and nationally to ensure we are making informed decisions. Endowment fund, Education Scotland and Staged intervention resources have supported planning for interventions.

The development of enquiry based Teacher Learning community (TLC) provides a collaborative approach to ensure staff actively engaged in the developments of the curriculum. This provided a collaborative approach to provide current research for improving depth to learning. All staff share and reflect on practice through these meetings to ensure high-level discussion around opportunities for different approaches to L&T can be made. The focus on literacy using the Art and Science of reading, Phonics International and Writing for Pleasure resources has led to the improvements in reading, writing and spelling structures within the school. This has led to improved professional judgement to eliminate potential errors through moderation and tracking records, which inform planning of next steps. This provides consistency across the school and ensures equality and equity for all. Enquiry based approach to school improvements ensures current research is used to inform decisions and support pupil voice. Pupil surveys and feedback supports the development of the structure and approaches for learning and teaching.



Alves Primary

Standards and Quality Report: Review of Session 2022-2023

Everyone within our school community works together to improve the school for the betterment of the children based on these principles. Our Vision, Values, and Aims can be seen and felt throughout the whole school environment. Pupils review the schools Vision, Values and Aims to ensure they are relevant.

The Pupil Council has been restructured to provide pupil feedback on Business Group developments and improvements the pupils are leading. Improved structure to Business groups ensures all pupils are engaged and have ownership to lead school initiatives. This year the school was once again awarded with the Rotary Presidential Citation for completing all 8 activities through these business groups. All pupils took the RotaKids pledge. The success of the business groups have been recognised by 9 Moray Young Citizens Awards, 2nd Green Flag, RRSA silver, 5 Rotary Presidential Citations, SportScotland Gold award and within the HMIE report.

Next Steps

- Continue to use enquiry based approaches to develop learning and teaching across the curriculum -Power up Your Pedagogy.
- Business groups - develop their plans to support improvements across the school within their initiative
- Work with Secondary Principle teachers to review RME and Music structures and CPD
- Review the Report structure in line with Google Doc process to provide informative progress in an efficient way

Priority 2

Summary of Priority

Key links to Moray Education Priority Area(s):

- ☒ Learning, Teaching and Assessment
- ☐ Empowering leadership at all Levels

- ☒ Curriculum
- ☒ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carers involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input checked="" type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3



Progress and Impact

The development of a curriculum rich programme for RME was trialled throughout the year. Focusing on the depth of learning through values linked to religious stories provided a consistent approach across the school. The development of a curriculum rich programme for music focusing on depth of learning has been created to provide consistency and progression of learning across the school. This programme will be trialled and reviewed next session. This was supported by current research and thinking into approaches for learning and teaching, and added to our learning and teaching folder for a consistent approach across the school. This has provided staff an understanding of the schools expectations and high standards for Learning and Teaching across all areas of the curriculum.

Split planning focusing on Knowledge and skills is evident in our Learning Intentions and Success Criteria while focusing on social vs academic (Knowledge & skills) and attributes. These are linked to STEM, DYW, rights, Sustainability and Scotland through plenaries and class discussions. This supports pupils' engagement to identify with the assessment process and feedback for self-regulation of learning. Embedding a range of assessment approaches and use of data using mobile technology, allowed for a seamless gathering of assessment information using a holistic approach to planning by capturing real-time formative assessment, summative assessment and diagnostic assessments for effective feedback and self-regulation of learning. The review of our OneNote tracking process and Google documents resulted a move from OneNote to the Google documents software. This has improved our efficiency to track pupil progress across all curricular areas and ensure we can capture formative assessment for effective feedback. Our planning, capturing of assessment using mobile technology and tracking process using Google software is currently being reviewed by Education Scotland and Google.

Family learning and engagement focused on an open evening where pupils demonstrated to parents how they are learning literacy and numeracy based on current approaches. Pupils were able to explain how they learn through practical activities with their parents. This event was well attended.

Next Steps

- Embed music, programme and review its progress
- Develop a curriculum rich drama programme to ensure depth in learning across P1 to P7 linked to literacy across the curriculum
- Develop a curriculum rich Technology programme to ensure depth in learning across P1 to P7 (Review resources and programme)
- Develop Assess Google Document process for planning, tracking and moderation to include Reports and archive previous years

Priority 3

Summary of Priority

**Key links to
Moray Education
Priority Area(s):**

- ☒ Learning, Teaching and Assessment
☐ Empowering leadership at all Levels

- ☐ Curriculum
☒ Closing the poverty related attainment gap



Alves Primary

Standards and Quality Report: Review of Session 2022-2023

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carers involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input checked="" type="checkbox"/> <u>Priority 2</u> – Safeguarding <input checked="" type="checkbox"/> <u>Priority 3</u> – Poverty <input checked="" type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3

Progress and Impact

Rights Respecting School is embedded into the life and work of the school. Improved assemblies using digital technology provides a more engaging platform to discuss and demonstrate articles from the UNCRC. Pupils and staff actively engage with the articles and global goals during lessons and business groups and the use of a PowerPoint document allows teachers to capture all the RRSA, STEM, DYW and sustainability discussions and links made in class which provides a visual for the pupils. New Parent Council will ensure the parent forum is engaging with these articles in their future communications. RRSA audit has provided us with the evidence and developments we need to achieve gold level. Learning walls provide a constant reminder for staff to have high-level discussions with pupils to reflect and make links to rights during lessons and business groups. Articles of the month, global goals, and Rights Respecting calendar support this. All the pupils made the RotaKids pledge and completed all 8 activities to be successfully awarded another Presidential Citation. The school has re-engaged with Unicef to be assessed for level Gold in the coming session.

Social pedagogy is at the heart of everything we do at Alves Primary. It permeates through our ethos and curriculum rationale. Our holistic approach ensures we are improving outcomes for children's wellbeing, learning and growth for all our learners. Additional hours to ASN staff using the 'Pupil Equity Fund' has allowed the school to provide appropriate targeted interventions to meet the needs of all our pupils and close the attainment gap. All members of staff engaged in Circle framework training during in-service to ensure a consistent understanding and approach to supporting all pupils across the school. A collaborative approach to supporting pupils has allowed us to effectively plan and support pupils effectively to ensure continuity of learning and provided targeted support across all classes to improve progress in attainment in literacy, numeracy and health and wellbeing, and involve partner agencies where appropriate.

Collaborative planning and attainment meetings provides teachers the ability to access all assessment information, Google doc information, Health & wellbeing assessments, learner profiles & strategies, Individual Education Plans, New Zealand diagnostics for maths and tracking documentation to actioned interventions which focuses on GIRFEC and Wellbeing indicators for PEF, ASN and enrichment of pupils learning.



Alves Primary

Standards and Quality Report: Review of Session 2022-2023

Next Steps

- *RRSA Gold Award - RRSA week with parent night, Global Goals activities last Friday each month*
- *Raise attainment in literacy based on Synthetic phonics approach research. Review writing, reading and spelling structures*
- *PEF - targeted supports to close the poverty gap, furniture and use of new Hub space for pupils, families and partner agencies.*