



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Ardgour Primary School



Friendship, Respect, Fairness, Fun, Leadership

Introduction: Local and National Context

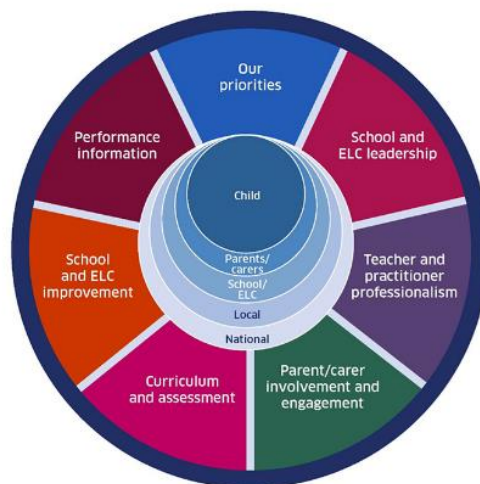
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Andrew Kent
Head Teacher
Ardgour 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
92.64%

Average Class Size
9.0

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
18 + 10 Nursery

Teacher Numbers
1.5

Pupil Teacher Ratio
1:12

Ardgour Primary School is located in a rural, coastal setting serving the local community of Ardgour and Kingairloch on the Ardnamurchan peninsula.

There are 18 children attending the school and 10 children in nursery, ranging from N2 - P7. P1 - 7 are taught in separate classes three days per week (P1-3 and P4-7), and together in a single multi-stage class on the remaining two days. There is a separate nursery for 2, 3 and 4 year olds.

The headteacher has overall leadership responsibility for Ardgour Primary School and Lochaline Primary School. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Values chosen by the pupils and approved by their parents:
Friendship, Respect, Fairness, Fun, Leadership.

Friendship, Respect, Fairness, Fun, Leadership

Vision:

Motivated Pupils, Enabled Staff, Involved Parents.

Aims:

- Ardgour will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.
- Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world.
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.
- We will keep learning and keep getting better so our learning/school is the best it can be.

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:

Moderation and Assessment

Purpose:

Improvement of quality and consistency of teaching and assessment across the cluster/ASG. This project has been developed in response to dips in attainment in both literacy and numeracy throughout Highland. There is a variation in confidence in schools in using the benchmarks.

Progress:

- ✓ This area of progress is ongoing. Some good progress has been made, and recent assessment and moderation meetings with other schools in the ASG have been reflective and positive.

Impact:

- ✓ Teaching staff are increasingly confident about the process of self-evaluation, and in their assessment of whether children have achieved level.
- ✓ Moderation sessions have been successful in heightening the sense of collegiality within both the school and the wider ASG. Collaboration among teaching staff within the cluster has had a positive effect overall.
- ✓ Progress has continued to be good in this area with the opportunity to further consolidate in session 2024/25

Next steps:

Moderation events have been timetabled and moderation within the ASG retained as a focus for school improvement in 2024/25. Input for moderation will be drawn from the Highland moderation collaborative. These events will continue to include early years staff.

Raising Attainment in Writing

Purpose:

Our aim is to continue to focus on raising attainment in literacy, with particular focus on writing. Some of our younger learners may have missed out on core literacy building experiences and this is an area we are seeking to address with this focus.

Progress:

- ✓ All teaching staff attended talk for writing training sessions / workshops during session and successfully adopted this as practice in the classroom.
- ✓ Specific staff attended Literacy for All workshops as school leads, and their learnings cascaded down to remaining staff to improve confidence in assessing writing needs and delivering effective teaching of writing for all students.
- ✓ SNSA and SOFA assessments completed for all students in the school show good writing progress overall.
- ✓ Children in receipt of PEF funded PSA time show improvement compared with previous years.

Impact:

- ✓ Students report positive attitude toward writing in the classroom and demonstrate good levels of engagement and progress in classroom observation and assessment data.
- ✓ Staff report increasing levels of confidence and knowledge in assessment of writing needs and delivering effective teaching of writing, particularly within the context of a multi-composite setting.
- ✓ Formal assessment results indicate positive progress in writing throughout the session, particularly with target children

Next steps:

Continue to make use of professional learning which has been successfully implemented in this session. Retain particular focus on those children not yet achieving level, with PEF funded PSA hours to be used to allow for ongoing one-to-one support with a view to raising attainment overall, but in this group in particular.

Improvement in Nursery Environment

Purpose:

Following feedback from the Care Inspectorate, our own reflection and self-evaluation, and from the wider school community, we decided to focus on improving the nursery environment in a variety of ways, making sure that children's needs are being met and learning outcomes improved.

Progress:

- ✓ The nursery environment has been a key focus area throughout session 2023/24, with regular reviews and changes made to ensure that the curriculum is evenly delivered and the interests of the children reflected in the environment around them. Care inspectorate have revisited

Impact:

- ✓ Children appear to be thriving and engaging with all areas of nursery, and families appear to be happy. Regular rotations and reimagining of nursery environment have ensured children's needs are met and interests represented.

with positive feedback regarding the changes made.

- ✓ Staff are comfortable with the new systems and constantly reflecting on the environment and the impact it is having. Feedback from care inspectorate has shown they are happy with changes and improvements made in nursery environment with the setting now rated as very good.
- ✓ Very good progress has been made in this area in 2023/24 based on feedback from a variety of sources.

Next steps:

Continue to reflect regularly and think critically about the nursery environment and embed the practices developed during this session. Continue to ensure that the environment reflects the learner's interests with careful observations and conversations with children and home.

Progress and impact of Pupil Equity Fund **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

Our PEF funding for session 2023/24 has been used to improve outcomes for target children by providing 1:1 PSA support for two hours per week. We are seeing good progress in both literacy and numeracy with some students and will continue to focus PEF funding in this area during the coming session. Additional PEF funding has been used to improve the school environment for all students, with particular focus on those children from less advantaged backgrounds. Training has been provided to specific staff members using PEF funding on using technology to target literacy improvement, and the knowledge and skills developed during the training cascaded to other staff.

Wider achievements **Coileanaidhean nas fharsainghe**

Our students have participated in a wide range of activities and events outside of school. There are frequent collaborative visits to Lochaline and vice versa, with children working together on projects. Recently the older children at both schools attended a three-night residential experience at Fairburn, where they got the opportunity to take part in a variety of adventurous activities designed to promote collaboration, teamwork and confidence-building. There is high engagement in the school with musical tuition offered, and several students participate in dance platform and have shown their dance skills at local shows and competitions. Our students again enjoyed plenty of success at the Ardnamurchan Mod, winning prizes in both individual and collective categories. They have represented the school in athletics and swimming events, as well as rugby tournaments. Children have taken part in visits to the Newton Room in Fort William and have visited the Glencoe Visitor Centre as part of their study on Scottish history. The school visited the RNLI lifeboat to learn about its importance to the local community. Children remain actively involved with the community-led plan commissioned by the Ardgour Community Council area, targeted at developing the community's agenda for the future: guiding how to spend community funds, influence public services and investments, and steer future planning policy.

Comments from learners, families, stakeholders and staff **Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach**

Feedback from all stakeholders about the school is positive and encouraging overall. Children enjoy school and always have smiles on their faces. They make the most of the many and varied learning experiences available to them, and of the outdoor learning opportunities afforded to them by the unique and beautiful setting at Ardgour. Parents remark about the happy and nurturing atmosphere at Ardgour, and how much their children enjoy coming to school. They report that they are happy with the learning happening at the school. Staff feel supported in their work and in their opportunities to develop. Staff feel their opinions are valued and listened to within the school. Several parents raise the fact that the school is a 1.5 teacher school as a problem area. This is one area of concern for all stakeholders who want to be sure that the needs of all children are met.

Parent comments on what we are doing well:

“The teaching staff and head are very approachable. Very supportive of child development both in and out of school.”

“Supportive staff. High standard of teaching.”

“The staff and their care of the children. They put a lot of time and energy into providing activities for the children. There is a real sense of safety and family at Ardgour School.”

“The staff, pupils”

“The staff care about the children’s development, in all aspects- not just academic. It is friendly.”

“Staff”

Parent comments on areas for improvement, change and development:

“The challenge of a P1-7 class is at times very clear. It can be challenging for both children and teachers. Having two classes as often as possible would really help.”

“Continuing to meet the changing challenges of a multi-level/ability classroom.”

“Continue to build the basics of education in preparation for high school.”

“Music-group music development, singing or mix of instruments. Sport varieties”

“As above 2 classes full time, not a p1-7 class on a Thursday and Friday.”

“For break/lunch/outdoor play times to be supervised. Appreciate staffing doesn’t necessarily allow for this.”

“Homework. Clear communication about expectations. Less “try this at home” worksheets where many tasks are not level appropriate. However, I appreciate it is given in a supportive way with a realistic acknowledgement that it might not get done. That’s definitely the best way to deliver it.”

“It would be great to see two classroom teachers again instead of 1 1/2.”

“Additional individual support for pupils who struggle in specific areas - which is supported and aided by parents.(i.e. more specific homework for a period of time in conjunction with individual support in school)”

“Poly tunnel”

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 | Good | Good |
| QI 2.3 Learning, teaching and assessment | Good | Good |
| QI 3.1 Wellbeing, equality and inclusion | Good | Very good |

QI 3.2

Raising attainment and achievement/Securing children's progress

Good

Good

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

Our focus as a school in session 2024/25 will be on raising attainment in numeracy in both Early Years setting and school. We will also continue to prioritise assessment and moderation in striving to improve quality and consistency of teaching and assessment across the cluster and wider associated school group. We will be looking at developing outdoor learning and outdoor spaces for both school and nursery, and anticipate that this will be a medium to long term project.

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 or by contacting the school office.